

MAR 1 1910

DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU OF EDUCATION
MANILA

EIGHTH ANNUAL REPORT

OF

THE DIRECTOR OF EDUCATION

JULY 1, 1907, TO JUNE 30, 1908

[SECOND EDITION]

MANILA
BUREAU OF PRINTING
1909

DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU OF EDUCATION
MANILA

EIGHTH ANNUAL REPORT

OF

THE DIRECTOR OF EDUCATION



JULY 1, 1907, TO JUNE 30, 1908

[SECOND EDITION]



MANILA
BUREAU OF PRINTING
1909

CONTENTS.

	Page.
Character and extent of school administration.....	5
Special conditions affecting schools.....	7
Economic conditions	7
Social conditions	9
Political conditions	9
Public health	10
Attitude of public and officials.....	10
Attitude of American community and press.....	12
What progress has been made in public instruction.....	13
What is the full plan for primary schools.....	14
The primary course of study.....	15
Native handicrafts taught in the plan of primary instruction.....	15
Industrial training and the proposed elementary industrial school.....	16
The intermediate schools.....	17
Shop work	18
Domestic science	19
Agriculture	19
Fisheries	20
What the intermediate graduates are doing.....	20
The secondary courses.....	22
School athletics	23
The Bikol meet	23
Investigation of the health of school children.....	24
School discipline	25
Excursions of teachers and pupils.....	26
The schools and the English language.....	27
The use of Spanish.....	29
The future of the native dialects.....	31
The development of racial character.....	34
The teaching of ethics.....	36
Government scholarships	36
Music	39
Drawing	39
Kindergarten	40
Education of girls and women.....	40
The Insular schools in the city of Manila.....	41
The Philippine Normal School.....	41
The Philippine School of Arts and Trades.....	43
The Philippine School of Commerce.....	44
School for the Instruction of the Deaf and Blind.....	45
Schools for non-Christian peoples.....	45
The Negritos	45
The primitive Malaysans	47
The Igorot	47

	Page.
American teachers	51
Their scholastic attainments	51
Stability of the service.....	51
Losses by death	52
Assignments of American teachers.....	53
Promotions in the service.....	53
The Filipino teacher	54
Teachers' institutes	57
Vacation assembly in Manila.....	57
The Baguio Teachers' Camp and Assembly.....	58
Division superintendents and their work.....	62
Office of the Director	64
Comparison of salaries paid to American and Filipino employees.....	66
School buildings and lands.....	68
The American Circulating Library.....	72
Legislation	73
Additional legislation needed	77
Financial support of schools.....	78
Insular appropriations	78
Provincial school funds	79
Municipal school finances	80
Summary of complete fiscal system recommended.....	84
Schools in the Moro Province.....	85
Appendix on industrial teaching.....	86
Résumé of the year's work.....	86
Appendixes	89

EIGHTH ANNUAL REPORT OF THE DIRECTOR OF EDUCATION.

MANILA, P. I., *August 1, 1908.*

SIR: I have the honor to submit the Eighth Annual Report of the Director of Education. School statistics given in this report cover generally the school year which ended March 28, 1908. The vacation activities are also discussed and in some cases conditions and data for the new school year, which opened June 8, are given. Reports of receipts and expenditures cover the fiscal year July 1, 1907, to June 30, 1908. The fact that the fiscal year of the Insular Government begins July 1 and for the municipal governments begins January 1 necessitates our treating the funds of two different fiscal years for the municipalities.

CHARACTER AND EXTENT OF SCHOOL ADMINISTRATION.

In this report, while endeavoring to keep within the instructions laid down by Executive Order No. 33, 1906, for the proper rendering of annual reports, the history and condition of public instruction have been more fully discussed than in previous reports. The reasons for this are several. It seems desirable at this time to make a review of the work of the Bureau of Education and, in the light of its history, consider what actual progress has been made. In the second place, the time has come when the policy of the Bureau should be fully set before the public and its legislative representatives. The third reason for a somewhat extended treatment of educational work is the fact that the policy of the Bureau has been a matter for considerable public discussion within the past school year.

The previous reports of the Bureau of Education are cited in the footnote below.¹

Public instruction in the Philippines is organized under thirty-five school divisions, the department of city schools of Manila, four Insular

¹ Report of Dr. Fred W. Atkinson, general superintendent of public instruction, to the secretary of the United States Military Governor in the Philippine Islands; published in the Annual Report of Gen. Arthur MacArthur, Military Governor of the Philippines, Manila, 1901, Volume II.

Report of Dr. Fred W. Atkinson, general superintendent of public instruction, to the Hon. Bernard Moses, Secretary of Public Instruction, for the year ending September 1, 1902; Third Annual Report of the Philippine Commission, Part II, Appendix A, pages 903-1004.

Report of Dr. David P. Barrows, general superintendent of education, for the period September 1, 1902, to September 30, 1903, made to Gen. James F. Smith,

schools located in Manila, and the government of the Moro Province. The thirty-five divisions mentioned above differ considerably in geographical conditions and in the character of population; one, the Mountain Division, embraces a large part of the Cordillera of northern Luzon and the inhabitants are almost entirely the Malayan mountaineers, or Igorot. The division of Nueva Vizcaya, which adjoins the Mountain Division, has only six towns inhabited by Christian people, but a much larger area inhabited by pagan peoples, Igorot and Ilongot. Another division, Palawan, which includes the adjacent Kalamianes, Kuyos, Kagayan, and Balabak groups, has a large pagan and Mohammedan population. Mindoro has a sparse Christian population inhabiting towns of the coast, while the largely unknown interior is inhabited by Mangyan, a forest people of low culture. Two other school divisions, Misamis and Surigao, are part Christian and part pagan territory. Elsewhere these school divisions, are coterminous with the provincial governments. They vary greatly in point of size and population. One of the largest in area, Isabela, has a very small population. Tayabas is in part well populated and in part very sparsely inhabited. In central Luzon the divisions, like the provinces themselves, are comparatively small in area but densely inhabited. In the Bisayan Islands several embrace the whole of large islands, like Samar and Leyte. Cebu, while not the largest in area, has the largest population, about 660,000 souls.

The Christian peoples inhabiting these provinces belong to different linguistic stocks—Bisayan, Bikol, Tagalog, Pampanga, Sambal, Pangasinan, Ilokano, Ibanag, and others. While social conditions are generally similar, the characters of these peoples present differences which

Secretary of Public Instruction; Fourth Annual Report of the Philippine Commission, 1903, Part III, pages 694–923; published separately by the Bureau of Insular Affairs, Washington.

Annual Report of Dr. David P. Barrows, general superintendent of education, to Gen. James F. Smith, Secretary of Public Instruction, for the period of September 15, 1903, to September 15, 1904; Fifth Annual Report of the Philippine Commission, Part III, pages 847–930; published separately, Manila, September, 1904.

Annual Report of Dr. David P. Barrows, general superintendent of education, to Gen. James F. Smith, Secretary of Public Instruction, for the period of September 15, 1904, to September 15, 1905; published in Report of the Philippine Commission for 1905, Part IV.

Annual Report of Dr. David P. Barrows, Director of Education, to the Hon. W. Cameron Forbes, Acting Secretary of Public Instruction, for the period July 1, 1905, to June 30, 1906; published in Report of the Philippine Commission for 1906, Volume III, pages 319–324; published also separately, Manila, Bureau of Printing, 1906.

Annual Report of Mr. Gilbert N. Brink, Acting Director of Education, to the Hon. W. Morgan Shuster, Secretary of Public Instruction, for the year July 1, 1906, to June 30, 1907; published as a separate pamphlet, Manila, Bureau of Printing, 1907, with appendices; published also in Washington, Government Printing Office, 1908.

in some degree affect the popular attitude toward schools and the nature of the measures adopted to make school work successful.

Geographical conditions in the Archipelago make school work difficult of administration. Many islands, towns, and settlements are isolated or difficult of access, in spite of the fact that interisland transportation has much improved within the past few years. The plan is a comprehensive one, however, and, the purpose of the Bureau of Education has been to establish public schools of a standard type on every populated island and in every one of the former Spanish pueblos and as rapidly as possible in all the important barrios. This plan has been realized to a large degree. There is no municipality and no former pueblo without its school and if we except certain islands in the Sulu Archipelago inhabited by Mohammedan Malays there are practically no inhabited islands of the Archipelago without schools. Some of our best school work is done on the smaller but well-populated islands like Lubang, the Katanduanes, Romblon, Kuyo, Sikihor, and Kamigin. The northernmost school in the Philippine Islands is located on the Island of Batan, 135 miles north of Luzon and about an equal distance south of Formosa. The most southerly school is at Siasi in the Sulu Archipelago. The distance in latitude between these points is almost exactly 15 degrees, or over 1,000 miles.

The thirty-eight school superintendents who bear the administrative oversight and responsibility for the school work in these numerous islands and islets are all Americans, selected because of their experience, business judgment, executive ability, earnestness, and zeal. Thirty-four of them came to these Islands in 1900 and 1901 and have been in the work since the year when the Bureau of Education was organized. As the basis for the annual report of the Bureau of Education these superintendents render each year on or before the 15th of June, an annual report covering the school work of the year, and on the 15th of July a financial report covering school receipts and expenditures under their control, to the end of the fiscal year on June 30. The reports of this year appear to the Director of Education to be of exceptional interest and value. The statistical matter is systematic and authentic, the comments and criticisms, both upon school work and the general social conditions of the country, are those of men of experience in the Islands, intimate acquaintance with the Filipino population, sympathetic disposition, and good judgment. For these reasons the undersigned has inserted in his report considerable comment taken from the reports of these superintendents.

SPECIAL CONDITIONS AFFECTING SCHOOLS.

ECONOMIC CONDITIONS.

Schools are generally affected by prevailing economic conditions. The economic distress of the country during recent years, sometimes local and sometimes general, has naturally placed great obstacles in the way of realizing a perfect school organization. At the present time conditions

seem better than for many years. In Batangas, for example, which suffered severely during and after the insurrection, the conditions are reported to be steadily improving. In this province the "aparcerio system" prevails whereby the land is owned in considerable estates and worked on shares by tenantry; but this lower class as well as the owners are reported to be making economic gains. In nearly all the other provinces conditions are becoming more favorable. The "hemp provinces," like Leyte, have been seriously affected by the recent slump in the value of abaká. Camarines has suffered from an agricultural depression due to the loss of the rice crop. The great plain of central Luzon, particularly the Provinces of Bulakan, Pampanga, Nueva Ecija, and Tarlak harvested a very inadequate rice crop this year, which has told considerably upon the ability of the people to support the schools. Yet, on the whole the economic outlook is better.

The movement of the population is a factor to be reckoned with in connection with the conduct of schools. Sometimes this movement is regular and seasonal, like the annual migration of people of Antiki to the sugar fields of Negros. In other cases the migration represents the settling of new country. The movement of Ilokano families into the northern part of Nueva Ecija goes steadily on, new barrios are constantly forming and the demand for additional schools thus increases. Similar migration of Ilokanos is constantly taking place into the provinces of the Kagayan River Valley, and Nueva Vizcaya. In Isabela, since the establishment of pacific conditions, the people of the towns are scattering out from the centers and settling up the rich country distant from the river. In Kagayan, the supervising teacher of Abulug reports that the closing of the nipa stills in that town, due to the internal-revenue tax, occasioned the removal of several thousand people from the nipa regions back into the farming lands of the interior. In Surigao there is a steady immigration from Bohol, Cebu and other crowded Bisayan islands. Each year they come in increasing numbers. In the Agusan Province, where the immigration is greatest, the new arrivals are crowding their way farther up the rich unoccupied valleys of Agusan and Tubay. On the other hand, the population of the Surigao towns is moving away from the centers, where at present it has school facilities, and settling in the interior. On this matter, the division superintendent says: "Another great difficulty that we have in reaching the whole population is the movement of the people to the country and the founding of numerous new barrios of ten to twenty families. Under the Spanish Government the people were compelled to live in towns and were told where to build these towns, but now the towns are practically disappearing. There is not a town in the province that has not decreased in population since the American occupation; some have lost 50 per cent of their people." Much

of this restlessness of the population, while adding to the difficulties of school administration, is to be welcomed as an encouraging sign of progress, due to the return of peaceful conditions and to the general awakening.

SOCIAL CONDITIONS.

Social conditions are changing as well. In previous reports the Director of Education has discussed the social order in the Philippines, the relations of the small well-to-do and educated class of people, the "*gente ilustrada*," and the great mass of poor and ignorant, the "*gente baja*." A change in the direction of a more democratic social order is taking place. It is hard to discuss a matter of this kind except in general terms; figures are practically unobtainable, but it appears quite certain that a middle class is growing up and that the opportunities of this middle class have been greatly enlarged since the American occupation. This class includes shopkeepers, traders, small buyers, and merchants of every description, as well as such semiprofessional classes as teachers, clerks, employees of the new transportation systems, etc. Such men have much greater opportunities for gaining enlightenment and a steady competence than the rural toiler, especially if the latter is simply a tenant, owns nothing except his plow and nipa house, and passes his life in the condition of bonded debtor to the landowner. I can not yet say whether or not the class of small farmers or "*peasant proprietors*," is gaining in numbers, well-being, and independence. This class is numerous throughout the Ilokano territory and in some other parts of the Islands, but in other provinces the rice is grown only on great estates, the coconut groves are owned solely by landed proprietors and cared for by tenants, while almost the entire sugar crop is raised on large haciendas by tenantry who have no property and whose economic condition is most unpromising. The hope of the common people lies either in possessing small farms or engaging successfully in lines of trade which will contribute generally to the commercial development of the Islands. These small farmers and these traders, both of them with enough education to keep their own accounts and manage their own affairs, independent of "*cacique*" or middlemen, are two classes which we hope to produce in great numbers through the work of the primary schools.

POLITICAL CONDITIONS.

The political campaign of last year preceding the elections to the Assembly and of provincial and municipal officials, had in general unfortunate effects upon school work and school attendance. In many provinces it engrossed the attention of officials whose assistance in the conduct of school work during the first months of the school year was thus lost. In a number of provinces the canvass made by candidates, representing

hopes of early independence, led the people to believe that the American government in the Islands would soon cease, English be no longer spoken, and that there was nothing to be gained by sending their children to the public schools.

PUBLIC HEALTH.

The conditions of public health during the last school year were favorable. An epidemic of typhoid fever was reported in one or two towns of Misamis; there was a small amount of smallpox in Tarlak, but in general the health conditions were exceptionally good. The vacation period and the opening of the present school year have seen something approaching an epidemic of cholera in the Provinces of Pangasinan, parts of Tarlak, and Nueva Ecija, but at the present writing this epidemic seems to be under control and likely to be suppressed within a short time. Meanwhile, under advice of the Bureau of Health, schools have been kept open.

ATTITUDE OF PUBLIC AND OFFICIALS.

The success of the schools depends in a marked degree upon the attitude of the public and especially the official class. Their successful conduct so far and their wide organization have been possible because the people have been exceedingly desirous of having them. The period of revolution and insurrection, disastrous as it was in many respects, was nevertheless a period of great social awakening; even the lowest classes were so stirred that the desire for instruction became general. There has been no compulsory attendance law in the Philippines and although municipalities, acting under the belief that they had a power conferred upon them in Spanish times, have sometimes compelled attendance by means of local ordinances, in general the schools have succeeded because of popular support. Local opinion needs to be constantly studied, interested, and informed. Division superintendents were directed this year to report with care upon this matter, which they have done. Most provinces report the attitude of officials and people as favorable, helpful, and expressive of confidence in school work. There are, however, exceptions. In at least two provinces public feeling is apathetic, while frequently in a single or certain towns of a province there is an indifference or even a covert opposition. The causes of this apathy or opposition are several and may be summarized as follows: In certain parts great ignorance and inertness characterize the population; there is no progress in any direction; the entire municipal life of the towns is neglected and inefficient and in these places school work suffers with everything else. In a few other towns, and from some individuals, there is an expression of disappointment with the work accomplished by the primary school. This disappointment rests largely upon the fact that the education of children seems to parents disappointingly slow. Under the system of dialect and catechism schools the child is able to acquire what are regarded as the

essential rudiments in the space of about a year. In this time he learns the alphabet, the syllabary, and the catechism. This has been the primary education of many generations and the feeling that a year or parts of two successive years is the right amount of time for a child to continue in school is deeply embedded in the minds of parents, who want the children at home to perform household duties and to assist in the care of animals. The public school system contemplates no decisive result short of the completion of three or four years of continuous instruction. The fact that the majority of children in attendance upon the primary schools leave at the end of one, two, or two and a half years without having obtained the rudiments of education proposed, is detrimental to the reputation of the school and makes the instruction unappreciated.

The desire for dialect instruction has manifested itself particularly in the Tagalog provinces around Manila. It is perhaps strongest in the Provinces of Bulakan and Batangas; it seems to be very little demanded in Cavite. Its leading exponents are several Filipino papers of Manila. This is a matter of such importance that it will be further discussed later on. Here it is mentioned merely as a cause, though not widely spread, of dissatisfaction with the public schools.

Another ground of dissatisfaction is the wretched buildings in which many of the primary schools are housed. It is noticeable that wherever a good building is erected the reputation of the school is established and parents are anxious that their children shall attend. Externals make a great impression and it is almost impossible to maintain the prestige of a school which is conducted in a dilapidated dwelling house entirely unsuited by its construction and condition for school work.

However, taking all things together, it may be said that the attitude of the official class is really more friendly and certainly more helpful than at any previous time; that the attitude of the people is less enthusiastic, but with certain local exceptions hardly less really interested than formerly. The people have, however, become more critical, are disposed to view the work of the schools more intelligently and to demand substantial results. Furthermore, the presence of American government in these Islands has given a tremendous impetus not merely to public education but to private instruction as well. The towns and villages abound in private schools and "colegios," varying in nearly every degree of size and pretentiousness. As a part of the general awakening of the people and as an expression of their eagerness for wider life and opportunity, these schools are a favorable sign. On the other hand, in too many cases they are not what they pretend to be and may be even a positive detriment to the children that attend. Too frequently they are conducted simply as a means of livelihood for some man or woman who is a failure in ordinary lines of industry. These "dame schools" and more ambitious institutions draw many pupils from the public schools.

Altogether I believe that the population of the Islands view the public schools with satisfaction and confidence, and that this is sufficiently expressed by their readiness to sustain them by taxation. The constant growth in number of these schools, and the increasing permanency of attendance are other evidences.

ATTITUDE OF AMERICAN COMMUNITY AND PRESS.

It is unfortunate that the attitude of much of the American community and of the American press is outspokenly hostile to public instruction. The cry is the common one, that the public schools interfere with the availability of labor, train boys away from the fields, and expend large sums of money which would better be devoted to industrial and commercial development. The Manila Times in recent months has engaged in a vigorous campaign with the professed object of beating down the Insular appropriations for education. It has also represented that the present educational policy neglects the practical training for life or industrial efficiency; that the money devoted to public instruction is in large part wasted; and that a radical change in the amount and character of instruction should be made. I shall have to leave readers of this report to judge for themselves as to the truth or falsity of these criticisms. The proposition can not be maintained that the Bureau of Education has not had constantly before its view large social and industrial aims. It is sufficient to invite attention to previous reports of the Director of Education, where these subjects have been repeatedly considered.¹

So far as opposition to Philippine education is a reflection of that ungenerous and illiberal opposition to native enlightenment which too often takes possession of Americans domiciled in these Islands, I believe it to be recreant to every principle of our national policy and simple regard for justice. "Justice," in the language of Plato and Ulpian, "is the constant and perpetual purpose of rendering to everyone his own," and the effort to deprive an aspiring and awakened people of general elementary schooling, to keep them ignorant and dependent for the benefit of commercial interests, or to deny them liberty in the choice of their studies and professions, is palpably an attempt to exclude them from that which is rightfully theirs.

On the other hand, the Director of Education does not question the right of the public to hold the public schools up to a rigorous inspection, to criticise their undoubted deficiencies, to demand a showing for every

¹ See "Aims of primary education in the Philippines," in report of general superintendent of education for 1903; the topic "What we hope primary instruction will do for the common people" and succeeding paragraphs in report of the general superintendent of education for 1905; see also an address before the American Academy of Political and Social Science at Philadelphia, April, 1907, "Education and Social Progress in the Philippines," published in *Annals*, Vol. XXX, No. 1, July, 1907.

dollar invested, or to require us to unequivocally face the question of whether progress is being made; whether the schools, and especially the primary schools, are succeeding.

WHAT PROGRESS HAS BEEN MADE IN PUBLIC INSTRUCTION?

The Bureau of Education was organized in January, 1901; division superintendents were appointed and the work in most parts of the Islands commenced before the end of the year. Reliable school data hardly exist, however, before 1903, and our review of advance made will be confined to the succeeding years. In 1903 it was estimated that there were in existence about 2,000 public schools; there were estimated to be about 3,000 Filipino teachers, and a school attendance of about 150,000. In 1904 the number of primary schools had increased to 2,233; the number of Filipino teachers to 3,584; the school attendance for the month of March was 227,600. In March, 1905, the primary schools had increased to 2,727; the number of Filipino teachers had risen to 4,036; the number of pupils in primary schools in the month of March, 1905, was 311,843.¹ In 1906, the number of primary schools increased to 3,166; the number of Filipino teachers to 4,719; the school attendance for the month of March was 375,554. In 1907 the number of primary schools increased to 3,435; the number of Filipino teachers to 6,141; the enrollment for the month of March was 335,106. The year just closed has seen the conduct of 3,701 primary schools, with 6,620 Filipino teachers, and enrollment for the month of March of 359,738, or 24,632 more than in March of a year ago.² This is the bare record of a constant advance in the number of primary schools established and conducted, of the steady development of a corps of Filipino teachers, more than twice as numerous as five years ago. As for attendance of children in school, if this is made the basis of our judgment, it rose very rapidly until the end of the year 1906, fell off somewhat for 1907, and rose again during the last year. While this falling off of attendance during the last two years is not a favorable sign, and is due in some cases to poor conditions and lack of school revenue, in others to an unfavorable attitude of the people, it may be said that while the numbers are still somewhat less than they were two years ago, the number of children to a teacher is nearly sixty, and the character of instruction has improved by the reduction of numbers. The pupils themselves are considerably further advanced and distributed in larger proportions in higher grades than they were two years ago.

¹ The total enrollment for the year was 501,000, and the month of November, 1904, saw an enrollment of 345,018.

² The above statistics, it should be remembered, do not include intermediate and high schools with their enrollments, nor schools in the Moro Province. For the total instruction given the past year, see p. 165?

WHAT IS THE FULL PLAN FOR PRIMARY SCHOOLS?

These statistics of growth may now be compared with the figures which represent our goal. The primary course, as is well understood, is short; it embraces only four grades and can be completed by the child of ordinary intelligence, if he attends steadily for four years. The aim before the Bureau of Education has been to establish and maintain enough of these primary schools to reach the entire Christian population of the Islands, numbering over 7,000,000. This has been the plan constantly held before division superintendents and teachers since 1904; it is not an imposing program but it is a practical one, which would have been realized to-day had there been sufficient funds provided by the Government to carry it out. During the last months of the school year just passed, by the direction of this office, the division superintendents made a careful and detailed study of their respective divisions, considering the needs, not merely of every town but of every considerable barrio, and reporting upon the number of schools and the number of teachers that would have to be provided in order to actually afford four years of primary instruction to the entire Christian population between the ages of 9 and 15. There are nearly 13,000 barrios in the Christian provinces and the working out of a comprehensive plan necessitated a great deal of investigation. A report of needs on the above basis was submitted by every superintendent except the city superintendent of Manila. Compilation of these reports shows that we should have in the Christian provinces outside of Manila, 4,943 primary schools taught by 8,840 Filipino teachers, with a school attendance of approximately 469,000 children. Adding what may be supposed to be a comprehensive system of primary schools for Manila, would give us nearly 5,000 primary schools, 9,200 teachers, and 483,000 children in attendance. We are thus seen at the present time to lack something like 1,500 schools and 2,600 teachers to make our system of primary instruction complete. If we had the means to open this number of schools and engage this number of teachers, with some provision for compelling a steady attendance at school of children between the ages of 9 and 15, illiteracy, considering the start we have, could be practically abolished among the rising generation of the Philippines within the next five or six years.

The fact that this system is not being realized, and under present conditions can not be realized, is not due to the lack of a practical plan, for this was outlined by the Director of Education as long ago as 1904; it is not due to the absence of a system of organization adequate to carry it out, for this exists in the corps of superintendents and supervising teachers whose work covers every part of the Christianized territory; it is not due any longer to a notable lack of Filipino teachers, for these are being rapidly developed by our intermediate and high schools. It fails of realization solely for the reason that the Government has not provided

an adequate system of primary school finance; it is a question of more money and of little else, and the amount of money needed is not an unrealizable and unthinkable sum but an amount which the Government of the Islands is able to furnish and sustain. The results which have been accomplished in the last five years, and which have been briefly summarized, have been accomplished in spite of the most unfortunate conditions of school finance. Not only is the system provided for the support of primary schools inadequate, but it has been seriously interfered with by changes in legislation, and it has now reached the point where it is incapable of sustaining our present schools. We have twice as many teachers now as we had in 1903, not because we have twice as much money but because we are actually paying these teachers a lower average monthly salary than we did five years ago. In 1904, the average monthly salary of a municipal teacher in the schools of the Islands was ₧21.70; for the year just past, in spite of truly notable advance in the standard of teachers' training, it averaged only a trifle over ₧18—a sum wholly insufficient to retain in the service trained teachers or to create a teaching profession.

THE PRIMARY COURSE OF STUDY.

The main purpose of the primary school is to give children a knowledge of letters; it is to make the common people literate in the English tongue. To those who advocate "practical instruction," I reply that the most practical thing obtainable for men is a civilized community, and their most desirable acquisition is literacy. In civilized communities an illiterate class suffers a grievous handicap in the social competition. Civilized communities are civilized because they are literate. The achievement of letters marks the transition from barbarism to civilization. It is the great spiritual experience in the life of the individual, the opening of the eyes of the child, the awakening of his mind. However numerous may become the other duties placed upon the schools, the duty of caring for the physical development of the children, the duty of providing their moral training, the duty of contributing to their industrial efficiency—however much these may come to be accepted as necessary functions of the school, the training in letters must always remain its first and fundamental office. Letters and industry may well be the program of the school of to-day, but the training in industrial arts must not be given at the expense of the training in letters.

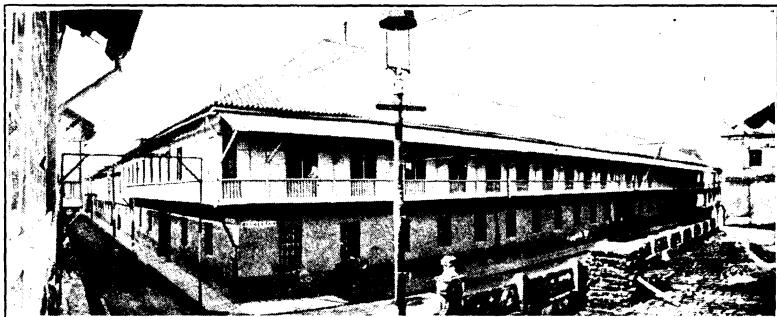
NATIVE HANDICRAFTS TAUGHT IN THE PLAN OF PRIMARY INSTRUCTION.

The primary course covers only four grades, but it provides nearly as much schooling as is obtained by the average person in the United States. In addition to four years' training in reading, language, and writing, three years of arithmetic and a geography primer, the primary course has been changed within the last two years in order to increase the

amount of time given to training in handicrafts. Under the plan of industrial training outlined in 1904, the primary schools have concerned themselves with arts and industries native to the population of the Archipelago. The native arts are full of interest for the educator, the ethnologist, the economist, or the lover of beautiful things. They vary much from province to province and are frequently narrowly localized. The objects sought are to preserve, diffuse, and perhaps perfect the practice of such of these manufactures as particularly commend themselves for their utility or beauty. These handicrafts are, and should remain, household industries in which all members of the family can participate during the spare hours of the day when ordinary occupations can not be followed. Every agricultural family is possessed of considerable intervals between the seasons of planting and harvest, when there is abundant leisure, and this leisure can well be employed in the braiding of hats, the making of mats and bags, or the weaving of fabrics. It is very noticeable that communities now possessing these arts are conspicuous for their industry and well being. Instruction in one or more of these native manufactures is to be given in all primary schools during the first three grades of the course.

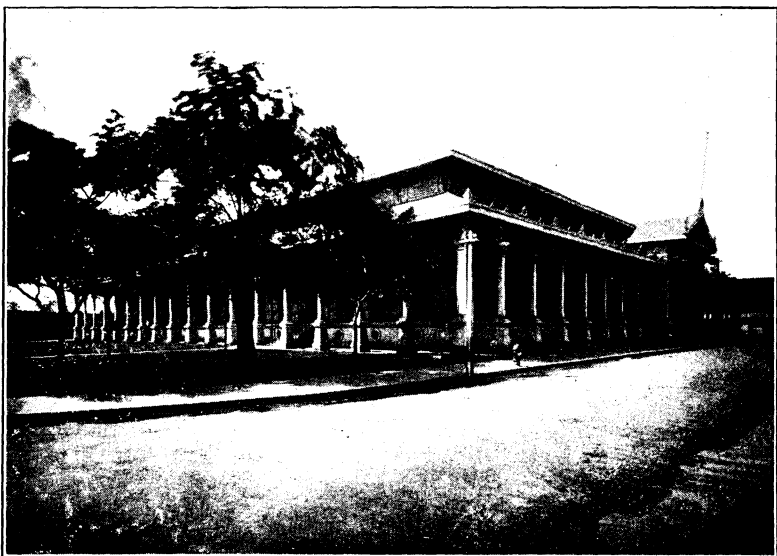
INDUSTRIAL TRAINING AND THE PROPOSED ELEMENTARY INDUSTRIAL SCHOOL.

The fourth year of the primary school is taking on a somewhat distinct character. All of the instruction given aims to prepare the young men and women for useful life in the rural towns in which they reside. The language and arithmetic work are based upon the industrial activities in which the pupils are engaged, or in which they will be employed after leaving school. A series of industrial leaflets takes up successively the ordinary activities of Filipino communities. In arithmetic the work has to do with buying and selling, with loans, commissions, with Postal Savings Bank accounts, homesteading land, keeping simple books, and a variety of other useful and practical matters which can be better judged by an examination of the primary arithmetic made for use in this grade. Simple physical geography or elementary physics will be taught and a variety of natural phenomena closely allied to everyday life will be studied and explained, as well as ordinary mechanical devices and discoveries. The plan also contemplates a semester's instruction in hygiene and sanitation, and of work by the boys in agriculture and special tool work, or keeping things in repair, and by the girls in house-keeping, sewing, and loom weaving. A special type of elementary industrial school is planned. These schools will teach only the one year—Grade IV. They will take boys and girls from the barrio schools of the town where they have had three elementary years of instruction and by one year of special instruction help to make good farmers, tradesmen, or housewives in Filipino rural communities. Before such



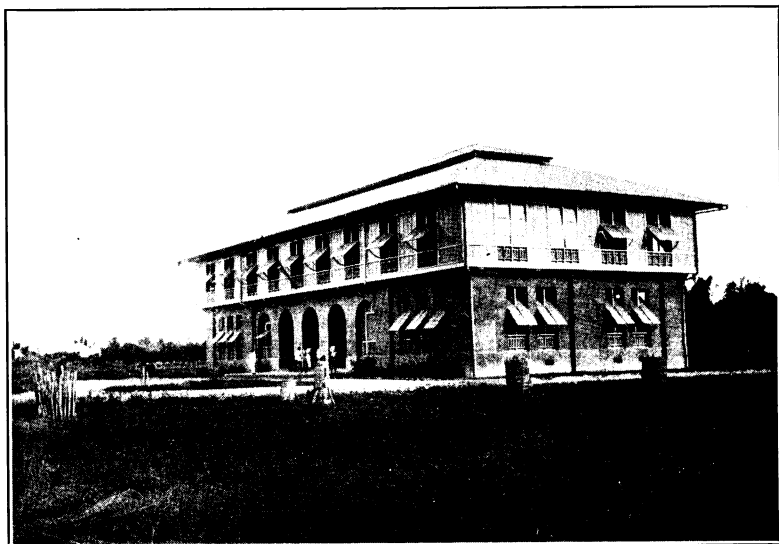
HEADQUARTERS OF THE BUREAU OF EDUCATION, IN THE FORMER CASA DE MONEDA (MINT BUILDING).

The office force occupies the right-hand end, with entrance on Recoletos; the public library occupies the left-hand end of the building, with entrance on Calle Cabildo. The warehouses of the Bureau are underneath.



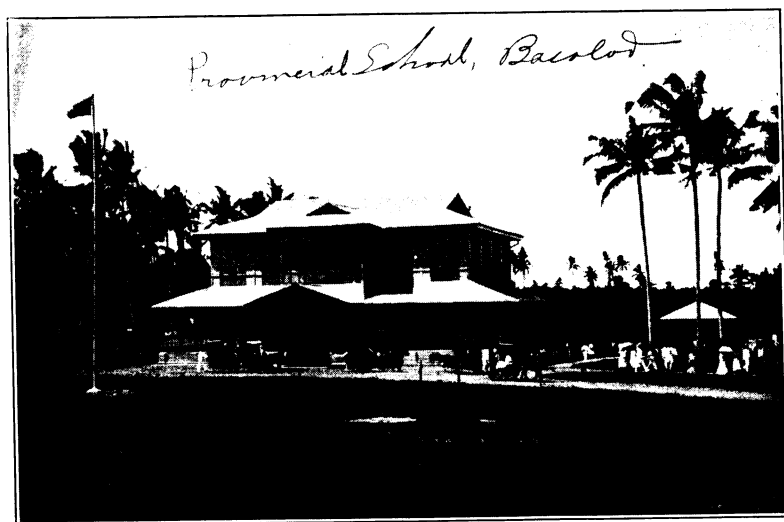
MANILA HIGH SCHOOL, INTRAMUROS.

This building was formerly the "Escuela Municipal para Niñas," and is the only satisfactory public school building in the city of Manila. It was erected by the Spanish Government about 1894.



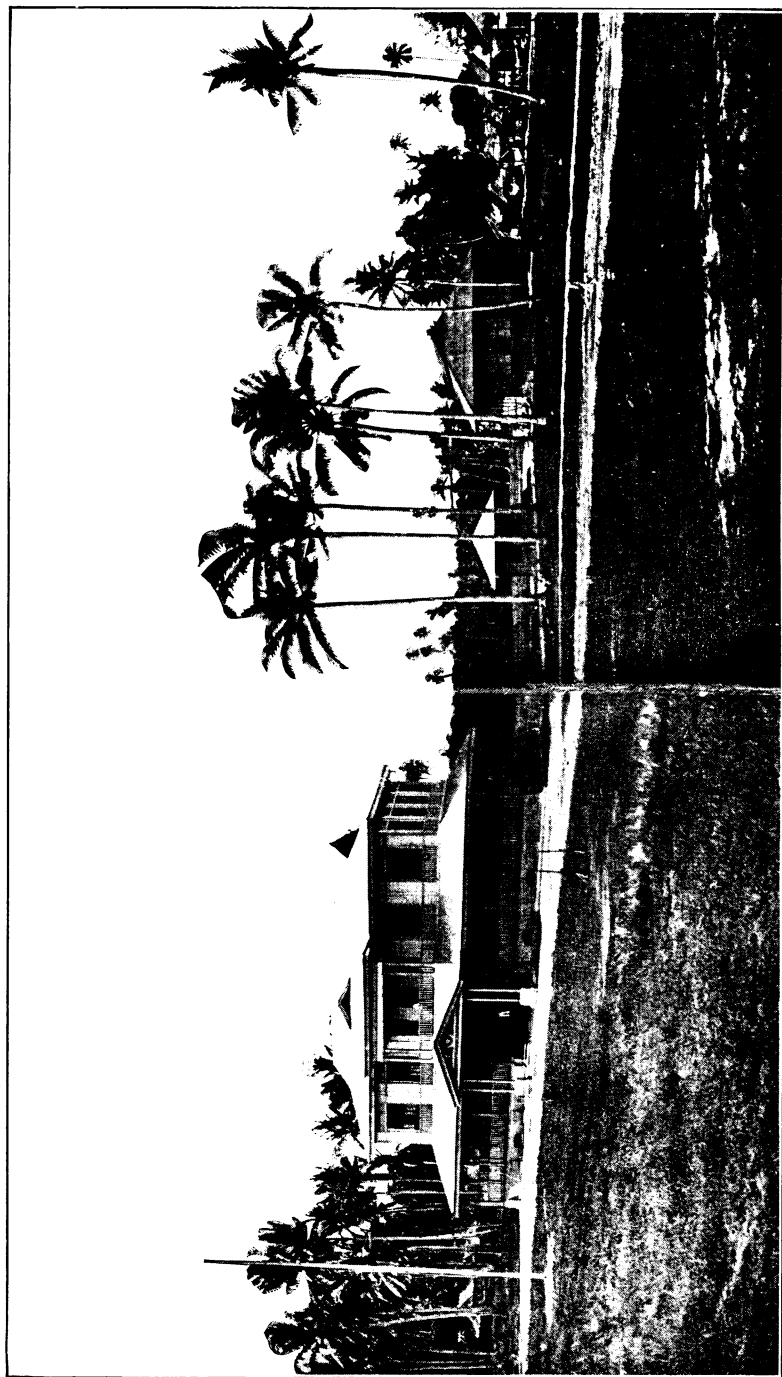
CENTRAL BUILDING OF THE PROVINCIAL HIGH SCHOOL AT SAN FERNANDO,
PAMPANGA.

Constructed in 1908; architect, W. E. Parsons.



CENTRAL RECITATION BUILDING OF PROVINCIAL HIGH SCHOOL,
BAKOLED, OCCIDENTAL NEGROS.

Built of native woods upon a concrete foundation; cost ₱30,850; architect, Richard Chard.



ANOTHER VIEW OF THE PROVINCIAL HIGH SCHOOL, BAKOLED, OCCIDENTAL NEGROS.

work can be widely prosecuted, there must be a special building provided with suitable grounds and land, and there must be specially trained Filipino teachers. Current school revenues can not be spared to construct such school plants, but it is believed that this type of school will be entitled to receive benefit from the hoped-for Congressional legislation setting aside for industrial schools the receipts from the sales of public domain. Something is already being done to train the teachers. For the last two years training classes for just this work have been conducted in connection with the provincial high school of Pangasinan. Such teacher's courses are now about to be given in the Philippine Normal School and the Philippine School of Arts and Trades, and teachers appointed under scholarships for a year of study will in many cases take these courses. Many towns which are seeking to obtain intermediate schools would do better to make provision instead for the establishment of one of these elementary industrial schools.

THE INTERMEDIATE SCHOOLS.

The intermediate schools were devised to fill the interval in the child's training between the brief course of the primary school and the secondary courses of the high school. Their character and studies were first outlined in a bulletin on "Courses of Instruction" of June 15, 1904, and their nature and work were discussed in the report of the general superintendent of education for 1904, pages 25 to 34. As a bridge between the primary and secondary schools these institutions continue the academic instruction in the ordinary branches. They were designed, however, to have a distinctive character of their own. Elementary science studies are emphasized—the first year, plant life; the second year, animal life; and the third year, human physiology. Agriculture and tool work for boys and housekeeping and domestic arts for girls are prescribed subjects of every fully organized intermediate course. In a country like the Philippine Islands industrial training can not be deferred until the high school, as it usually is in America; it must be carried down into intermediate grades if it is really to affect the standard of life and the industrial efficiency of any considerable part of the population. While in the United States trade schools and manual training schools have been generally high schools, here such instruction is intermediate. The secondary student receives much too advanced an education to ever follow a trade. Inducements in other lines of activity are too attractive and if this teaching is to affect the class of skilled labor, it must be given at least as early as the intermediate course.

The first intermediate schools established were the reorganized high schools which had been opened two years previously without a definite course of studies or entrance requirement. As these high schools have

developed into secondary institutions, the intermediate school has continued as the preparatory department, although in several institutions—Manila, Iloilo, and Malolos, Bulakan—the process of cutting out the intermediate school has begun.

In addition to these the plan has been to establish a considerable number of intermediate schools in other towns, especially in large towns so situated that children from adjacent municipalities may attend. The limited resources available for public instruction have prevented the establishment of these schools in all the places where the demand for them exists, and at the present time it is impossible to afford this teaching to an increasingly large number of children who are prepared for it and desirous of receiving it. As it is, division superintendents have organized these schools more rapidly than we have had buildings, equipment, and teachers to conduct them properly. During the last year, in addition to the preparatory departments of thirty-eight high schools, intermediate instruction was given in one hundred and sixty schools. Of this number thirty-six had the three grades, V, VI, and VII; sixty-four two grades; and sixty but one grade.

Of the entire one hundred and sixty, about eighty can be developed into thoroughly equipped intermediate schools. It is hard to know what to do with the remainder. They lack suitable buildings and neither the Insular appropriations nor local funds are adequate to sustain them. Yet the pupils themselves are very eager. They have reached a point where a few years of instruction may fit them for lives of marked usefulness. The schools are prized by the towns and it seems difficult to suppress them in spite of the fact that they are being conducted at the expense of primary school funds.

SHOP WORK.

Each intermediate school is designed to have a shop, a school garden or farm, and a domestic science building or a model native cottage. It is difficult to get well-trained and satisfactory teachers of these subjects, and the housing and equipment are somewhat expensive. Five years ago practically nothing of this kind was possessed nor was such instruction being given, but at the present time the intermediate department of every provincial high school, with three exceptions, has a well-equipped shop. Ninety-one teachers, including the instructors in the trade schools at Manila, Iloilo, and Bakolor, are engaged in giving shop instruction. In all of these schools there is an adequate supply of bench tools and equipment. In addition to tool work there is a graded course in drawing, including the elements of geometrical and elementary mechanical drawing. The three trade schools above mentioned teach a number of trades. In eleven of these schools there is woodworking machinery, consisting of engine, circular and band saws, planer, and lathes. Eleven more

outfits of machinery were ordered last spring and will be installed during this school year. Ten of these schools have now excellent shop buildings and thirteen more such buildings are under construction, with seven more projected, funds and land being in part available.

DOMESTIC SCIENCE.

Instruction in domestic science, which was not organized until about three years ago, has made hardly less satisfactory progress. Forty-one women teachers are at present engaged in giving this instruction to intermediate classes. A few of these have had special university training to fit them to be teachers of domestic science; the rest are women selected because of their skill in housewifery, their practical effectiveness, and their interest in the social side of Filipino life. Such instruction is now given in all but five high schools. In most instances special buildings have been provided, in two cases a model Filipino house has been built and a third one is in process of erection. The Bureau of Education supplies the outfit—stove, cooking utensils, and table service. Few features of our work have attracted more attention or have been so heartily welcomed as this instruction in housekeeping and household arts. Filipino girls are very ambitious to be good housewives and anxious that their homes shall accord with cultivated standards.

AGRICULTURE.

In agriculture less has been done. Here the difficulty is threefold—the obtaining of suitable farms and lands, the lack of experienced agricultural teachers, the undeveloped condition of scientific agriculture in the Philippines. Good farming lands adjacent to the sites for high or intermediate schools are very difficult to obtain. It seems desirable that such lands should also be susceptible of irrigation and of a character to admit of diversified agriculture. Many sites have been offered that are unsuitable. In a good many cases long delay is resulting from the difficulty in securing titles. We have suitable agricultural land at present in only twenty-six schools where the intermediate course is taught. There are twelve instructors in agriculture, most of them trained in agricultural schools in the United States, who are devoting all of their time this year to agricultural teaching and experiment. This, of course, takes no account of the very extensive school gardening which is carried on in connection with primary schools and which, while it can hardly be dignified by the name of agriculture, has had admirable results in introducing new vegetables and economic plants, as well as in training the child. Outside of the high schools, conditions are such that each intermediate school must be free to elect the character of its industrial work, whether tool work, agriculture, or something else.

FISHERIES.

We have one intermediate school, located at Malabon, Rizal, which is designed to be a school of fisheries. Instruction in fisheries was given in this school during a part of last year and the year before, but has recently been discontinued owing to the lack of teachers and the incomplete state of the building. This building is now finished and work will probably be recommenced in January with a teacher who has had special training in fisheries as a post-graduate student, and experience in fisheries investigation in these Islands. The intention is to secure students for this school from those parts of the Islands where fisheries or fishing possibilities exist, and to give them an intermediate course in which the study of marine life, especially in its economic aspects, will be emphasized and where they can be taught fish propagation in ponds and oyster culture, industries now narrowly localized about Manila Bay, which it is believed can be widely distributed through the Archipelago to the great profit of the inhabitants.¹

WHAT THE INTERMEDIATE GRADUATES ARE DOING.

A very important inquiry, and one which may well test the value of the instruction given in the intermediate school is, What do the graduates do? Do they apply themselves earnestly and successfully to useful lines of work or do they fall into a life of useless ease or dangerous discontent as their critics prophesy? An effort has been made to keep track of all of these graduates and record their careers.

Since March, 1905, about 3,000 young men and women have graduated from intermediate schools, 1,350 of them last March. Records as to what they have done are not complete, but what we do know of them is of interest and significance. Much the largest number have continued as students in secondary courses, over 1,800 are at present so engaged; 26 have been appointed to positions as Government students in the United States; 16 have gone to the United States to study on their private means; a very large number (our records are incomplete but nearly 500 are reported) are teaching in municipal schools; 17 are reported as farmers; 11 as merchants; 8 as municipal officials, 89 are reported as clerks.²

¹ The Bureau has just published a bulletin by Mr. William D. Carpenter, formerly teacher in the Malabon School, "The Milkfish or Baños; Its Culture in Fish Ponds," which will be used for instruction in intermediate schools where conditions permit the raising of milkfish.

² The demand for clerical help is strong and compensation is relatively high. The graduates of an intermediate school readily pass the second-grade civil-service examination, the entrance salary for appointment being ₱480 per annum with rapid promotion for a bright young man.

Very few are reported as being idle or failures. A few extracts from reports of division superintendents will be of interest.

Albay.—Practically all of the graduates either take up teaching or continue in school. The demand for teachers who have finished the intermediate course to replace those of lower attainments is so constant that it is not surprising that young men prefer teaching to other occupations, particularly when it is remembered that at the same time they are able to gratify their desire to continue the study and practice of English, and, with more or less regularity, their own studies. A number of the graduates, it will be seen, have secured appointments, under the civil service, as regular or temporary teachers. These young men, without exception, are doing excellent work. There have been no very marked failures on the part of any of the graduates, so far as my information goes.

Bohol.—No report of any noteworthy success on the part of any of them has reached this office. One graduate of 1907 is a merchant, trading by banca between various parts of Bohol and adjacent islands. He is reported as being successful.

Kagayan.—The total number of graduates in Tuguegarao is nineteen and the number of graduates in Aparri is ten. These young people are giving a very good account of themselves and I have yet to hear of a graduate who has proven himself to be absolutely worthless.

La Laguna.—Out of an even hundred intermediate graduates, seventy-four are still in school, fifty-eight in the Laguna high school, nine in the Manila high school, two Government students in America, one private student in America, three in the Insular Normal School and one Federal Government student in Washington, D. C. Thirteen of our graduates are teaching in this province and eleven are following other occupations.

Leyte.—While it is too early as yet to draw many definite conclusions as to the value of the training received by the intermediate graduates, yet one fact is already apparent beyond question, namely, that the intermediate graduates are of immeasurably more value to the community than they could possibly have been without having attended our schools.

Nueva Vizcaya.—To date, twenty-two pupils have finished the intermediate course in this division. Of this number, twelve are still studying in other schools, four are teaching, three are clerks, one is a confirmed invalid and is unable to study or work, and two are dead. Of the students all are doing well. The four teachers are all in this province. One is an Insular teacher, one has just passed that examination, and a third, the only girl graduate, will pass it as soon as she is old enough to enter the examination. Their work as teachers is good and is constantly improving. Of the three clerks, one is the deputy treasurer of Benguet Province, one is in the office of the Insular Auditor, the third is employed by the provincial government here as a timekeeper on road work, and has proven himself to be an unusually hard-working, intelligent, and trustworthy boy. Not one of these young people can be called a failure in any sense.

Samar.—All graduates from the intermediate schools are in the provincial secondary school, or they are teachers, with the exception of one girl who is married and one boy who is a telegraph operator. The girl married the clerk of the court who is English speaking and a product of the American school. She has taken the civil-service examination to enter her husband's office. English is the language of their home. All the graduates are highly successful in their work.

Sorsogon.—The majority of the intermediate graduates who are not continuing in the secondary course are teachers. They are the best teachers we have in the division. They have, without exception, attained a larger measure of success

than would have been theirs had they not taken the work of the intermediate course. The intermediate course will benefit practically all who have the ambition and energy to complete it.

Tarlak.—The majority of the graduates of the intermediate schools have gone on with their studies. Out of the fifty-eight graduates up to and including October, 1907, twenty-nine are still students in the secondary course; one is a student in America; one in Europe; twenty are teachers in this division; three are clerks; one is a gauger in the Internal Revenue; one is a landowner and farmer; one has enlisted in the Constabulary; one is unknown; and one is unemployed. We hear much these days of the product of the schools being clerks. If we examine these clerks, we find that one is clerk to the division superintendent, where he is indispensable; one is property clerk to the provincial treasurer at ₱50 and exceedingly successful on account of his English; and one is in Manila in a private concern.

The following is from a report from the division superintendent of Iloilo:

From March, 1905, to October, 1907, inclusive, one hundred and ninety-five students and teachers have received from this office certificates of having completed the intermediate course. Of these, to my certain knowledge, seventy-four are students in the Iloilo high school, five of them having graduated from the high school course the 27th instant. Seventy-three are employed as teachers in this and other provinces; and so far as those employed in this province are concerned, there seems to be no doubt that they will be continued on duty next year if they wish. Of the remainder, two are married and seem to be devoting the most of their time to housekeeping; three are dead; two are employed on local newspapers; four are Government students in the United States; five are employed with the Treasury Bureau and seem to be doing well; three are students in the United States but not under "pension"; two are sick with tuberculosis and have resigned from the teaching service; one is employed with the chief commissary here; one is studying telegraphy; one is an officer in the Constabulary; two are students in a medical school in Manila; one is a station agent on the Panay division of the railway; two are employed with commercial houses; two are farming; one is absolutely "no good"; and the remainder I can not just now account for, although I am sure that some of them are students and others are employed in one way or another.

There are very few reports of failures and I doubt if many schools in America, private or public, would be able to show a better record for its first one hundred and ninety-five graduates than in the Iloilo report last given.

As a matter of fact, there is a very great demand for young men and women with a training such as the intermediate school gives, a demand which will keep up for many years and which makes absurd the assertions that the class produced by the schools is useless and unemployed.

THE SECONDARY COURSES.

These courses were outlined in Bulletin No. 7, June 15, 1904, and more fully in Bulletin No. 26, 1906. Four courses are at present provided. These are the course in literature, science, and history; the course in teaching; the course in commerce; and the course in agriculture. The literary and the teachers' training courses are offered in nearly

every high school; agriculture at present only as a course in the Philippine Normal School; commerce in only one school, the Philippine School of Commerce in Manila. The original plan of the high schools was to make them vocational training schools, and this plan is to some degree being realized. The number of students enrolled in secondary courses is still small. For the present school year (1908-9) there are reported in the first year, 956; in the second year, 590; in the third year, 232; and in the fourth year, 124. There have been so far thirteen secondary graduates; from the Manila Normal School, three in 1907 and one in March, 1908; from the Cavite High School, five in March, 1908; and from the Iloilo High School, four in March, 1908.

As above stated, a high school is located in each provincial capital; their work is satisfactory and in the majority of cases suitable buildings and grounds have been secured. The plan is for an extensive campus and a group of buildings, embracing central recitation building, science hall, shop buildings for intermediate department, dormitories, and agricultural farm. Judging from the number at present enrolled in the fourth year of secondary courses, one hundred and twenty-four, there will be fully one hundred graduates next year. It is believed that most of these will wish to pursue professional courses, especially medicine, agriculture, and engineering. The University of the Philippines, recently provided for by Act No. 1870, is expected to make provision for this professional and collegiate instruction.

SCHOOL ATHLETICS.

Athletic sports are pursued with great interest in every division. Nearly every high school has a ball team or teams. Twice the schools have been recipients of gifts from the Hon. W. Cameron Forbes, baseball outfits and tennis outfits, to the school in each province making the greatest progress in beautifying and improving its grounds. With these sets as models, the pupils themselves have manufactured a good deal of their athletic equipment; the bats are easily turned out in the shops. Military drill is given in at least five provinces. In addition to tennis, the girls in several provinces are playing basket ball. Several provinces have annual field days.

THE BIKOL MEET.

In southern Luzon, the Bikol provinces of Camarines, Albay, Sorsogon, and the subprovince of Masbate, hold each year a field meet which has grown into the proportions of a provincial exposition. A number of beautiful trophies have been given for the competitors in this meet. These are as follows: the Trent Trophy, for baseball, the Carson Trophy, for excellence in English composition, the Bikol Declamation Trophy, and a trophy for track athletics given by the American Hardware Company. This last year the meet was held at Nueva Caceres.

In addition to the scholastic contest and the athletic meet, an agricultural and industrial exposition was held, in which were displayed modern agricultural machinery, a large quantity of which is reported to have been purchased by the farmers of the province, and an extensive exhibit of the industrial work of the schools, and the products and manufactures of the province. The occasion was much more than a school gathering; it was attended, participated in, and aided by officials and citizens of every class.

A similar baseball league exists among the teams of the city of Manila and Cavite. Several trophies have been played for by this league—the Osorio Prize Cup, a set of cups given by Professor Woods, of Groton School, Massachusetts, and finally a beautiful trophy to be played for seven successive years, given by the boys of the Groton School, Massachusetts.

INVESTIGATION OF HEALTH OF SCHOOL CHILDREN.

Physical training is of the utmost consequence to the Filipino youth. Students are or were somewhat inclined to pass their spare time in inactive recreation, and the introduction of athletics into the schools has visibly done much to better both physique and health. More should be done and there should be systematic body training in all grades and schools. In their physical development Filipino students have much to contend with. The race itself, though small in stature, is naturally finely formed, supple, and enduring, but it is subject to a large number of chronic disorders. Besides the common epidemic diseases there are parasitical complaints which reduce vitality and affect health, and tuberculosis and beriberi are widely spread. Many of our students suffer from ill health and physical weakness, and maintain their school work only by the exercise of indomitable persistence and eagerness. The fact that nineteen intermediate graduates out of a total of 1,472 have died within one year of graduation is itself a fact of significance. Recently the health of school children has awakened much public interest in Great Britain and the United States. It has been shown that in the schools of Europe and America, a large proportion of the children suffer from bodily defects and disorders, which, while remediable in nature, seriously affect the development of the child and his progress in school. In the Philippines, in addition to the disorders above cited and to common physical defects of eyesight and hearing, a large proportion of the school population suffers from malnutrition and lack of sufficient food. The Filipino peoples are not well fed, their staple of rice is not sufficiently supplemented by other foods that yield the essential elements for bodily development and maintenance. Children ordinarily come to school in the morning without breakfast but provided with two or three copper centavos with which to purchase a luncheon at recess. This luncheon, which is usually obtained from little stores, or venders near the school,

varies considerably. I have observed luncheons which were good in character, such foods as wheat rolls or little packages of rice put up in banana leaves with chopped meats or grated coconut, a dried fish or sardines, or more frequently a bowl of soup, but in many cases the lunch is a "dulce," a sweet or confection, and in nearly all cases the amount seems insufficient for the sole sustenance of the child through the long hours of the forenoon. In the city of Manila a notably successful plan has been tried by which good luncheons are served in the school buildings, under the management of teachers who take turns in buying materials and overseeing their preparation. The children are able to secure a large quantity and the food is more nutritious than that sold on the streets.

Medical inspection of children would be desirable in all of the schools of the Islands. So far it has been attempted only in the city of Manila. During the last year a qualified physician—Dr. Anna D. Peck—was employed by the Bureau of Education and devoted all of her time to this examination. Many cases were recommended by her for treatment at the various hospitals where it was given gratuitously. Among other cases were nearly two hundred of beriberi. "Anemia was very prominent during the first examination, but after the establishment of kitchens in the various schools there was an astonishingly large decrease. The general physical condition of the pupils was so greatly improved that great credit should accrue to the supervising teachers and others who began the work." Glasses were generously furnished free of charge to a large number of indigent pupils by a Manila optician. A total of 7,319 pupils, (5,459 boys and 1,860 girls,) were examined. Defective vision was very prevalent, myopia in 32 per cent of the cases, astigmatism in 47 per cent, and diseased lids (largely trachoma) in 17 per cent; defective hearing existed in 7 per cent; dentist caries in 42 per cent; excessive adenoid tissue (tonsils, pharynx, and nostrils), in 21 per cent; anemia in 10 per cent; 20 per cent were affected with skin diseases, and an equal number were pitted from the effects of smallpox. Bodily deformities were rare. The large amount of defective vision, bad teeth, and adenoids recommends some provision for giving treatment and remedying these defects. This report takes no account of intestinal parasites or like chronic disorders, or of tubercular conditions.

SCHOOL DISCIPLINE.

In the school year 1903-4 corporal punishment in schools was forbidden by the general superintendent. There were two reasons for its prohibition: the belief that its practice in schools is unwise and second, the fact that under the Civil Code teachers who inflict corporal punishment may be liable to trial and fine. In place of corporal punishment, suspension and expulsion are relied upon, and the disobedient, insolent, or refractory pupil is promptly suspended or expelled. A small number

of such cases of discipline occur each year, but the overwhelming testimony in the reports of the division superintendents is that discipline is of the best, conduct excellent, schools orderly, teachers accorded due respect and obedience. I consider these reports to be thoroughly reliable and descriptive of the normal condition. Filipino students are generally quiet in their seats, obedient, respectful, and lovable. There is very little of that mischief-making which tries teachers in schools of many lands. Filipino children are early inculcated with the feeling of respect for parents and those in authority, a home training of great assistance to school work. On the other hand, when rebelliousness and insolence occur, it is extremely hard to deal with it in a way to help the offender. The Filipino child is loath to admit fault; if convicted of wrongdoing he is more apt to consider himself unfortunate and the victim of unhappy circumstances than to be penitent. Punishment frequently has the effect of making sullen and resentful a child whose disposition had previously appeared to be wholly sunny and amiable. These, as well as other considerations, recommend the expulsion of offending pupils.

Another common student offense is a school strike. Pupils when offended by a teacher will frequently, leave the school in a considerable body. Their idea seems to be that by so doing they will put themselves in a position where they must be treated with and conceded to in order to induce their return. The certainty of injury to the reputation of their school, the prospect of the loss of opportunity for an education for themselves, seem to weigh little with them at such times. Such an attitude is intolerable and can not be considered or recognized if the dignity of instructors and the good order of the school are to be protected. The position of this office, in all such cases, is that students who thus inconsiderately leave school for the deliberate purpose of injuring and embarrassing their teachers, must abide by the consequences of their action. They will not ordinarily be readmitted. Occasionally such action of students has had support and encouragement in local feeling. In these cases the school itself should be closed and the instruction withdrawn. As long as teachers and means are limited and must be withheld from many deserving communities, policy and economy dictate that schools should be located only in places where the support of students and people are all that can be desired.

EXCURSIONS OF TEACHERS AND PUPILS.

During the year a number of camping or traveling excursions were made by teachers and pupils. In the Christmas holidays a party of young men students from the Malolos High School, with three of their instructors, made a trip to Manila and from there to Laguna de Bay, where they visited Kalamba, the birthplace of Dr. Rizal, and the hill country and waterfalls of La Laguna Province. The diaries kept by these boys

show how stimulating this experience was. A personal acquaintance was made with neighboring provinces and with historic places. Much of the way the boys walked, they cooked their own food, slept in the tribunals or town houses, and kept their expenses at a minimum. Such excursions of pupils and teachers, which are thoroughly established institutions in Germany and Japan, are of the highest value and bring teachers and pupils into that close and helpful contact which is the ideal relation of school life.

Another established excursion point is the Limao Forest Reserve across Manila Bay on the slopes of Mount Mariveles. In November, during the Thanksgiving recess, a large party, made up of science pupils from the Manila and Cavite high schools, visited this reserve for the purpose of forestry study and collecting. The trip occupied a number of days during which the boys camped in the forest and had, what was for many of them, a novel experience. Another excursion to Limao was made by the teachers and attendants of the Manila vacation institute.

During the teachers' institute in Rizal Province, a number of trips were made by the teachers; one to Montalban, where there are interesting caves; another to Malabon and Navotas, where they saw the industries of sugar refining, cigar making, and of fish culture in artificial ponds. At the conclusion of the institute, a group of eight teachers accompanied the division superintendent through the hills to Pililla. An opportunity was thus given them to see the vast extent of uncultivated land in the province open to homestead. "Special attention on this trip was given to hill agriculture. A nursery containing 250,000 maguey seedlings was visited at Antipolo, the camoteng cahoy (tapioca plant) was studied and the sabutan¹ and its uses were given special attention at Tanay and Pililla. The teachers received a most cordial welcome wherever they went and by their enthusiasm and good conduct added in no small degree to the prestige already enjoyed by the public schools."

THE SCHOOLS AND THE ENGLISH LANGUAGE.

All instruction in the public schools covered by this report is given in the English language. From the organization of the schools, methods of translation have been avoided and a knowledge of the language is acquired by its constant use and repetition. The child who enters school entirely ignorant of English will understand ordinary directions of the schoolroom within a very few days; after that he picks up the language rapidly and by use of the chart and primer he learns to read, to write, and to speak it at the same time. A child under favorable conditions of instruction may learn in the course of the school year to read and write about two hundred and fifty words with a conversational acquaintance

¹ A variety of pandan especially valuable for hat braiding.

with nearly as many more. This is considered a good foundation, but it is obviously of small value to the child if he is to stop here. It is observable, however, that second-grade pupils use their English pretty well, are able to carry on a conversation upon limited topics with a stranger, tell him about their town, and give him directions. By the time a child has completed the third grade, he has secured a knowledge of the language which will remain with him, and which he will constantly amplify after he leaves school. It is common to meet young men and women engaged in small commercial pursuits who speak very good English and are able to use it for reading and writing, but who completed no more than the third year of some primary school. The aim in the primary course is to give the boy and girl enough English so that they can read an ordinary book or newspaper, and gain a reading and writing habit. I think this can be accomplished by the primary course although results have not yet been fully demonstrated.

The primary school can not, of course, make a finished literary scholar, but if it can give a child a training in letters to the point where he can read and write upon ordinary matters and profit by the newspapers, keep his accounts and conduct his own commercial transactions, and be able to appreciate and assimilate to some extent the news of the world, he will be a truly literate man and will not go through the world a mere clod. Children who are graduates only of a primary school will not speak or write wholly correct and grammatical English, but those who make their deficiencies the ground for depreciating their attainments and the work of the schools should recall the undeniable fact that the ordinary American citizen—farmer or mechanic—can not write a letter free from errors of punctuation, capitalization, grammar, and spelling. Yet who is prepared to deny that his schooling is not of the utmost importance to him, not only in the exercise of his duties as a citizen, but for the intellectual life which it affords him and for the conduct of his practical affairs? Or, to use another illustration, the English spoken by Filipino boys and girls just out of school is unquestionably better, superior in grammar, vocabulary, and accent, to the Spanish that the majority of Americans in these Islands are able to speak and write. But poor as American spoken Spanish is, the immense advantage that it gives to a foreigner in this country is undeniable. The same is true of Filipino spoken English. The object of the schools, it is granted, must be to impart correct and not corrupt English, to teach the youth to speak it and write it colloquially and freely, and this ideal must never be lost sight of; but meanwhile the tremendous practical advantage of every increased means of communication between the native and foreign elements is too frequently unrealized. Communication of ideas and not of polished phrases is after all the object, and when the means of this communication between all peoples in these Islands has been fairly well

established through the medium of the English tongue, then in great part the present strife and variance will cease and we may look for that better understanding, that increase of mutual consideration and respect, which is so greatly to be desired.

THE USE OF SPANISH.

It is impossible to estimate accurately at the present time the number of Filipino people who have a knowledge of English. There are many thousands of children and young people who speak it to the degree above discussed, and these young people are found in every town and in every considerable barrio, so that a stranger entering almost any Filipino community now rarely has difficulty in finding some small person to act as interpreter and adviser. There is also a large class of young men and young women who speak English surprisingly well, and this includes nearly all of those occupying official positions or important commercial positions. Of the adult population, including persons of mature years and social influence, the number speaking English is relatively small. This class speaks Spanish, and as it is the most prominent and important class of people in the Islands, Spanish continues to be the most important language spoken in political, journalistic and commercial circles. The class of young people who have been educated in English in the public schools is only beginning to make its way into the active life of the country. Another ten years will tell very greatly in the relative importance of the two languages. Meanwhile the question is disturbing many minds: "What is to be the ultimate language of this people as they attain a common consciousness and solidarity?" This question has been much discussed within the last two or three years. At the time of the American occupation there was a general feeling among Filipinos that the knowledge of the Spanish language had been deliberately and wrongly withheld from them by the sovereign country. English, as the language of the new sovereign nation, was asked for in part as a political concession. When it was proposed to bring American teachers to the Islands to impart this instruction, the number asked for by the general superintendent was 500, but this was raised to 1,000 at the earnest solicitation of Filipinos in order that there might be an American teacher for every important pueblo of the Archipelago. Thus, at the very outset of educational work, as a matter of joint agreement, English was decided upon as the language of instruction and if there is dissent now in some quarters from making English the language of instruction, there was not then. The spread of the English language has gone steadily on. The results are undoubtedly cumulative. It was taught more and spoken more last year than the year before, and this coming year will see a still greater extension of its use, yet English has active rivals as the language of intercourse and instruction. It is probable also that

there has been some decline of interest on the part of the adult population in acquiring the language. This is attributable to several causes. In the first year of the organization of this Bureau, the adult population of the towns eagerly sought opportunities to learn English. Night schools were opened in the city of Manila in 1900; later, in nearly all the towns of the Archipelago. In August, 1904, there were 501 such classes, with an enrollment of over 18,000 people, most of them adult men and women. Owing, however, to the reduction of the appropriation for the Bureau of Education, it was necessary a few months later, to close all the night schools in the provincial towns in order to avoid the incurring of a deficit. This was in January, 1905. It was anticipated at the time that it would be possible to reopen them the ensuing school year, but the funds appropriated for the Bureau did not permit. Shortly afterwards the date set for English to become the language of the courts was postponed until January 1, 1911. This action, while recommended by the fact that a large number of judges and practicing attorneys were insufficiently trained in English, had a very unfortunate effect upon public confidence in the ultimate adoption of English as the official language of the Government. Previously there had been a general expectation that English would be made the official language throughout the administration. By an act passed in the last decades of the Spanish Government, the knowledge of Spanish was made a necessary qualification for municipal office. The Filipinos had regarded the selection of English as the official language of the courts in the light of past experiences and had been exerting themselves accordingly. After the passage of the above legislation their activity largely ceased. Not entirely, however, for in some towns night schools have been conducted and paid for by private subscription, while in Manila night schools supported by the city have continued with good results. It seems highly desirable that night classes in the provinces should be reopened. These classes should be limited to a short term during the winter months when the people have most leisure to apply themselves. They should aim at definite results and follow and complete special courses of work. Authority exists under the law for the Director of Education to pay for such instruction, though no definite amount of money was furnished by the present appropriation bill. If, however, funds can be spared from some source, this instruction will be resumed during the coming winter.

The extension of the knowledge of English among the adult people is believed to be a matter of the utmost importance and one meriting renewed attention. It is to be noted that with the increased study and use of English, there has been an increased study of Spanish. I think it is a fact that many more people in these Islands have a knowledge of Spanish now than they did when the American occupation occurred. As already remarked, an immense impetus has been given to private institutions where the instruction is largely in the Spanish language.

The general demand upon clerks is for a knowledge of both English and Spanish. Through the great increase in number and circulation of newspapers and periodicals, there is now much more reading of Spanish than formerly. But in spite of these facts, it is believed that the use of Spanish here will wane. It is unsupported by Spanish speaking countries adjacent to us. On the other hand, as has been frequently stated, English is the common language of every port from Japan to Australia and Suez. The chance to make Spanish the language of the Islands existed half a century ago but it is gone to-day. So far as is known to me, Spanish is the language of the common people in only three communities, Ermita (a district of Manila), Cavite and its suburb San Roque, and the Christian colonies of Samboanga and Kotabato where a corrupt Spanish dialect called "Chabucano" is spoken. The new generation, which will be foremost in the affairs of the Islands in another ten years, will not use Spanish for ordinary purposes and their influence will be decisive. It will cease to be the language of the courts on January 1, 1911. It is rapidly ceasing to be the medium of administrative correspondence. Probably its longest official use will be as the language of the Legislature.

THE FUTURE OF THE NATIVE DIALECTS.

How will it be with the native dialects? Their number is generally recognized as a cause of division, their continuance as an obstacle to the attainment of nationality. Few Filipinos, even those who have a scholarly interest in these dialects, advocate the continuance of them all. A common medium of communication is recognized as essential. The present representative government would hardly have been practical had it not been for the fact that all the members of the Philippine Assembly can communicate in Spanish. The growth of common consciousness in recent years has been possible because a limited number of individuals in every community speak this foreign tongue. There are two supposable ways in which a Philippine language might be produced—first, by selecting one and suppressing all the others, second, by thoroughly fusing all these dialects retaining the best elements of all.

As regards the first plan, many look to the Tagalog as the ultimate Philippine language. It has the advantage of being spoken in those provinces surrounding the capital. It has, moreover, been most influenced by other tongues. Many years ago it was pronounced by the great German philologist, William von Humboldt, to be the richest and most perfect of all the languages of the Malayo-Polynesian family. It is, however, spoken by only 21 per cent of the Christian inhabitants of the Archipelago. The Bisayan in its several dialects is spoken by more than twice as many. More than this, the Tagalog is surpassed by several other peoples in the capacity for extending his territory and

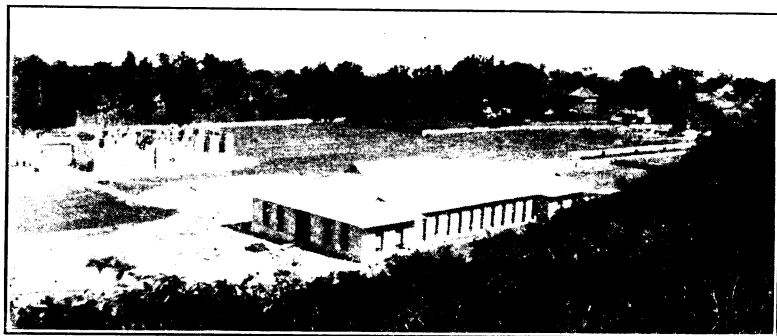
influence. There is not, nor has there been for years past, any considerable expansion of the Tagalog people into new regions. Where they are to-day, they were at the time of the Spanish conquest, with the exception of the towns of southern Nueva Ecija and a part of southern Sambales. But meanwhile the Bisayan peoples have had an astonishing growth. In 1735, the entire bishopric of Cebu, embracing the Islands of Samar, Leyte, Bohol, Cebu, Panay, and northern Mindanao, yielded only 8,114 tributes, indicative of a population of less than 50,000 souls. At the opening of the nineteenth century they numbered only 100,000. In 1903 they were enumerated at over 3,000,000.¹ Their expansion still goes on. They are settling up northern Mindanao, and as the present uninhabited portions of great islands like Palawan invite settlement, it will be the Bisaya who colonize them.

On the north are extraordinary emigrants, the Ilokanos. In nearly all the towns of Ilokos there is an annual "swarming." Whole communities move out at once and settle in the rich valleys of the Kagayan and Magat or in the fertile plains of Nueva Ecija, Pangasinan, Tarlak, and Sambales. Here is a people speaking a language very different from Tagalog who will dominate northern Luzon, if they do not already do so, down to the Provinces of Pampanga and Bulakan. It is impossible to believe that Tagalog ever will or can make progress among the Ilokanos. On the other hand, no Filipino people is more desirous for English instruction than the Ilokano or has better prospects of obtaining general literacy through the public schools. In view of these conditions, I see no chance of Tagalog becoming the language of the Archipelago by the natural ascendancy of those who now speak it.

On the other hand, the possibility of making a common language by the systematic and scientific fusing of them all seems even more visionary. Filipino scholars interested in the development of the Tagalog language have adopted a shortsighted policy. In a chauvinistic effort at linguistic purity, they are trying to eject from the language all words of foreign origin and to substitute circumlocutions or words of new invention. It may be that they are following the example of the Tagalog classical poet, Baltazar, but this is not the way in which the great languages of the world have grown and spread. Suppose that Englishmen of the time of Henry II had persistently cast out from the Anglo-French speech of their day every word of Norman or Latin origin, and that this practice had gone on through the generations since, what would the English language be to-day? English has grown, as every other great language has grown, by adopting and assimilating the words of other languages. The policy adopted by Tagalog scholars for "purifying" and perfecting their own speech spells its ultimate sterilization and death.

Up to the end of Spanish rule the Philippine languages were growing

¹ See "History of the Population" in Philippine Census, Vol. I, p. 439-440.

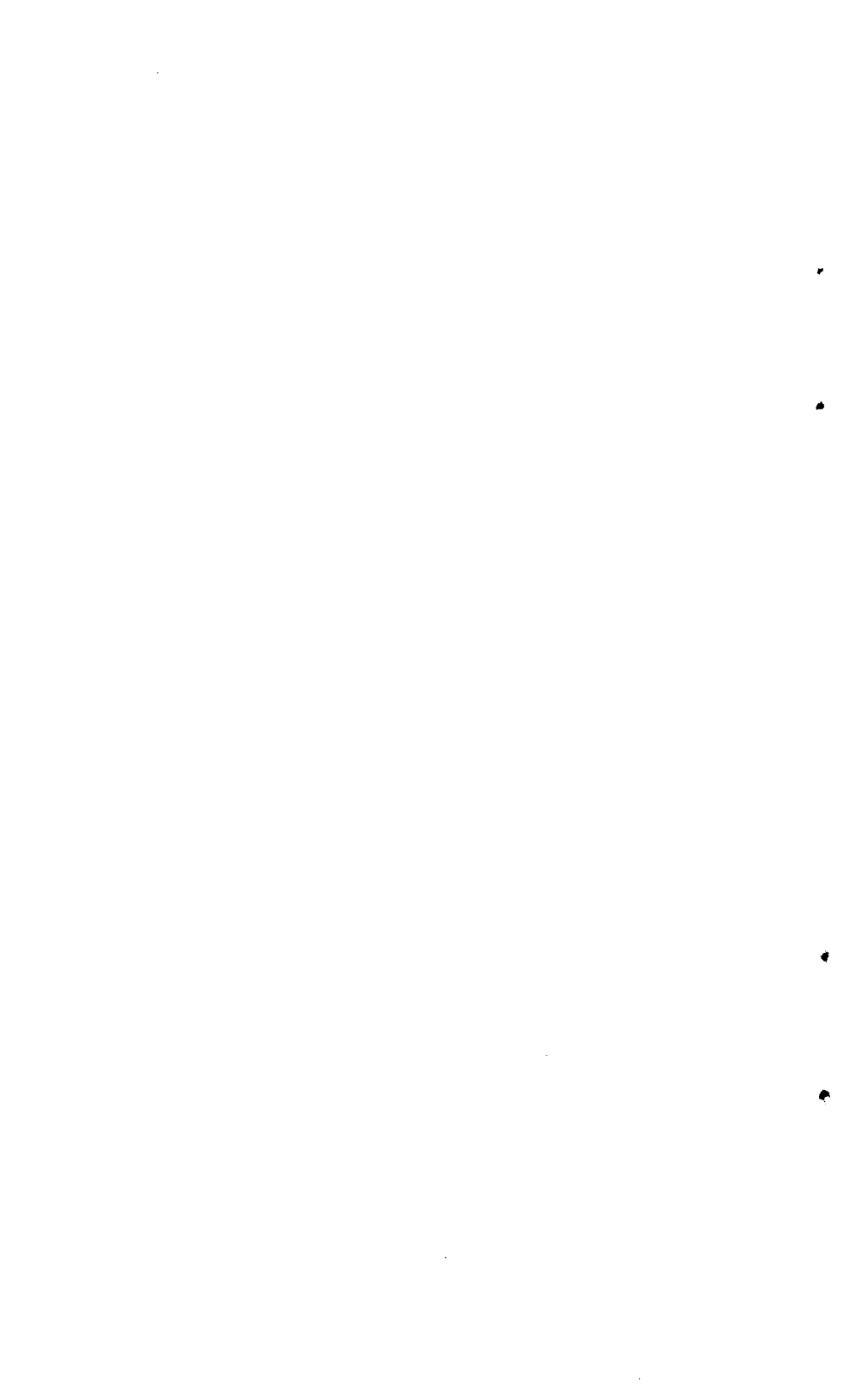


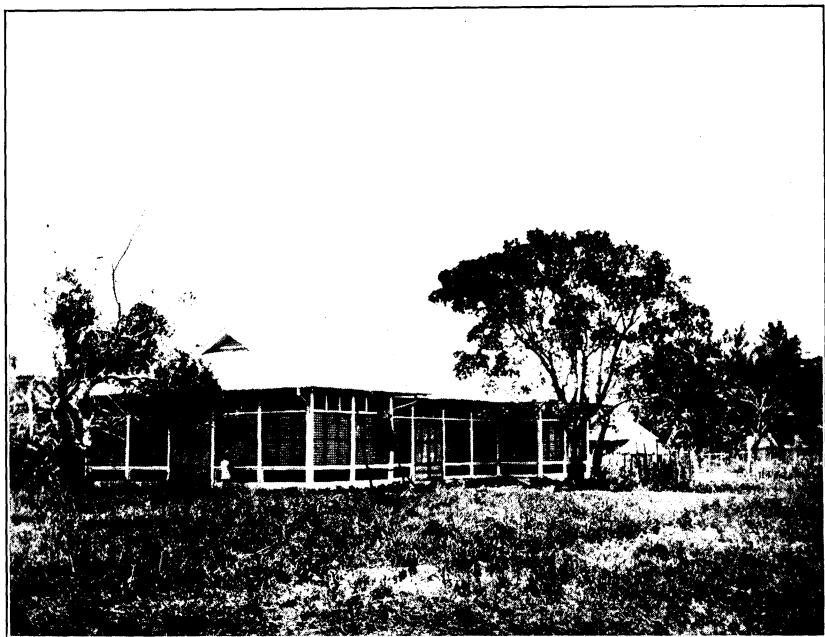
PROVINCIAL HIGH SCHOOL, SAN FERNANDO, UNION.
The shop building is seen under construction.



THE CENTRAL RECITATION BUILDING OF THE PROVINCIAL HIGH SCHOOL
AT SURIGAO.

Erected in 1907; architect, Mr. Richard Chard, Bureau of Education. This building is constructed of superior groups of wood and is very satisfactory for present purposes. The entire group of buildings of which this is a type include a shop building (see above), a domestic science building or model Filipino home, agricultural building, dormitories for young men and young women, and eventually a science building. This same type of central recitation building has been constructed in Lucena, Tayabas; Iloilo; Bakolod, Occidental Negros; and Dumaguete, Oriental Negros.



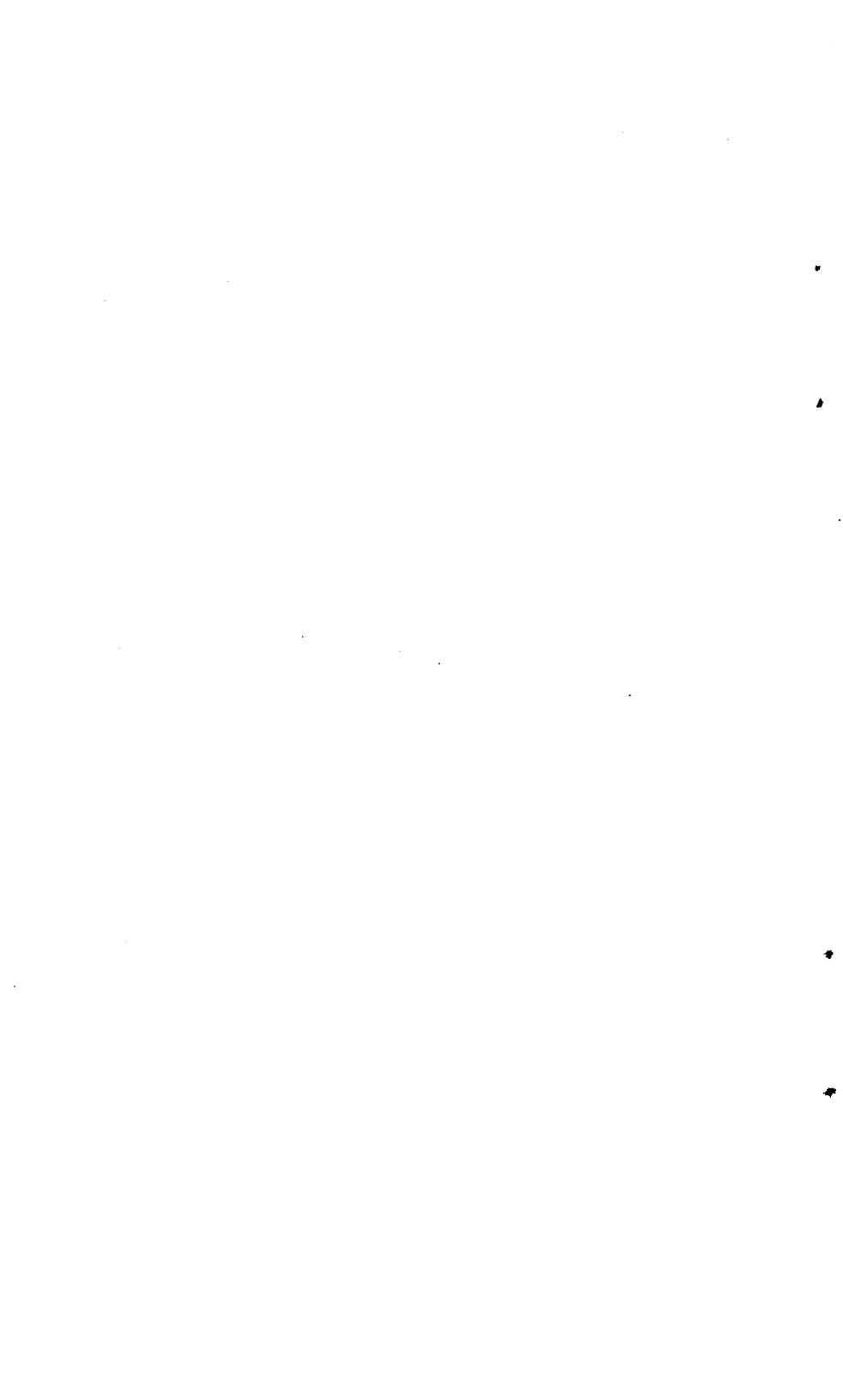


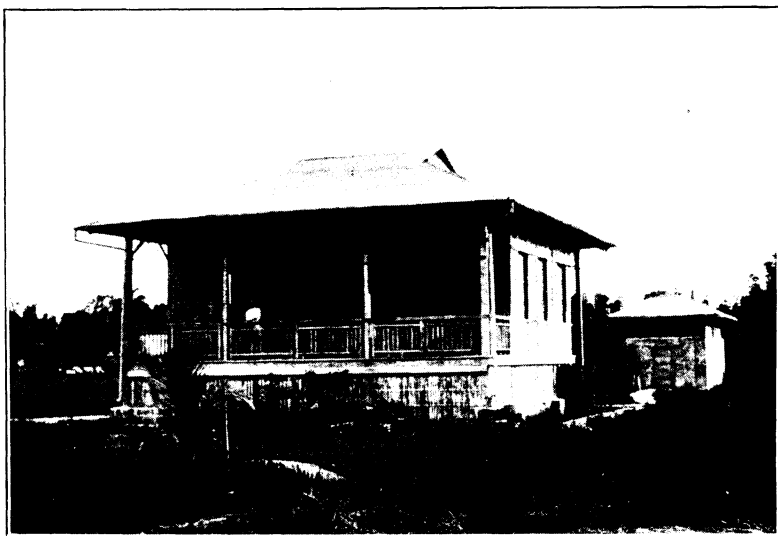
SHOP BUILDING OF THE PROVINCIAL HIGH SCHOOL AT SURIGAO.



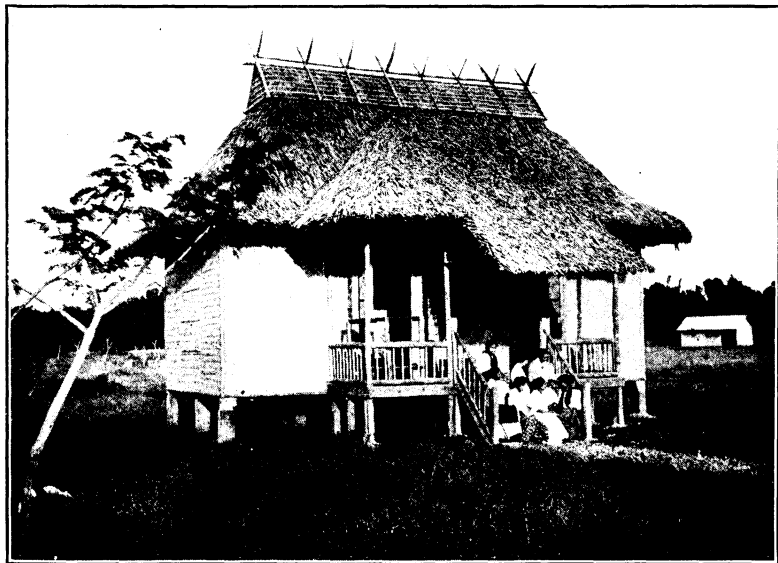
SHOP BUILDING FOR CARPENTRY WORK AT PROVINCIAL HIGH SCHOOL,
BAKO, NEGROS.

Built of concrete at a cost of ₱16,196.17; finished in 1908; architect, W. E. Parsons.





DOMESTIC SCIENCE BUILDING OF PROVINCIAL HIGH SCHOOL, PAMPANGA.



DOMESTIC SCIENCE BUILDING FOR THE TEACHING OF HOUSEKEEPING, COOKING, SEWING, AND SANITATION AT THE PROVINCIAL HIGH SCHOOL, MALOLOS, BULAKAN.

This building was erected in 1908, at a cost to the province of ₱700. It is furnished and equipped in the manner of a model Filipino home.



A TEMPORARY GIRLS' DORMITORY AT THE PROVINCIAL HIGH SCHOOL,
MALOLOS, BULAKAN.

This building was constructed by the province in 1906, at a cost of about ₱3,500 ; it contains accommodations for fifty girls, besides parlor and bed room for the matron. A mess is conducted in charge of the matron, the girls being boarded at a cost to them of ₱12 per month.



THE RECEPTION ROOM IN WOMEN'S DORMITORY OF THE PHILIPPINE
NORMAL SCHOOL.

by the absorption of Spanish, and if this process had been assisted by schools, the result would have been striking. I have before me a little compendium of the Bisayan language as it is spoken on the Island of Masbate, prepared some years ago by a young Filipino scholar. This little volume contains at a rough count 514 words, of which at least 184, or one-third, are Spanish or Spanish corruptions. Of other words are a number borrowed from the Sanskrit, Arabic, and Chinese. The Spanish terms embrace such names as days of the week, months, many foods, occupations, house furnishings, articles of clothing, tools, some domestic animals, some wild animals, many vegetables, nearly all words that relate to the schools and public buildings, and administration, all names for foreigners, and all proper names. The words of Malayan origin include numerals, parts of the body, pronouns, nearly all birds and fishes, many natural objects, and the verbs and adjectives with very few exceptions. This instance may indicate that the present effort to develop the Philippine languages by casting out the foreign element can only result, as it is already doing, in making them unintelligible to the mass of the people, and robbing them of essential elements of strength, richness, and utility.

Feeling in favor of the use of the dialects found expression in a proposed law of the last session of the Legislature, providing for their teaching. This proposed bill in the form in which it was exhibited at one period of its discussion, provided that instruction in the dialect of any locality might be given in the public schools on request of a local school board and municipal council. The idea of the bill was said to be not to disturb the present curriculum in English but to put in the dialect teaching where locally demanded as an additional subject. Although many friends of the public schools felt that such a measure as this would weaken their teaching and occasion general misunderstanding, my own feeling is that it would not have done harm and might have introduced instruction of present benefit. It is a very easy matter for a child of the second grade to acquire facility in reading and writing his dialect, as the syllabary used for the purpose is phonetic and very plain. Some reading of proverbs, folk-stories, and poetry, of which there is considerable in several languages, could have followed. But the advocates of the measure inserted a final clause that the municipalities should have the power to decide in what language public instruction should be given. As English was apparently to be included in the scope of this authority, such a power would have afforded possibilities of immeasurable confusion, and if generally exercised for excluding English, would have undone the work of eight years and rendered useless over 6,000 teachers trained to teach English. In this form, therefore, the bill was reactionary and unacceptable and was fortunately disapproved by the upper house of the Legislature.

If we may judge by what is taking place in all parts of the globe, the Philippine languages will disappear from use. There is a common belief

that these mother tongues do not die, that instead the dominant intrusive population always ends by adopting the indigenous speech. While this may be true as applied to certain great historical peoples, nothing is more untrue if we survey the world at large at the present day. I have such good authority as the word of W J Magee that in the century just closed the number of spoken languages of the world decreased one-half. Their disappearance is being constantly accelerated. There are scores of languages throughout both Americas which to-day are known only by name. Even in Africa so eminent an authority on races as Sir Harry Johnson states that no native languages will persist except Swahili (itself part Arabic) and Hausa; elsewhere the languages of Africa will be English, Arabic, French, Portuguese, and Italian. The multitudinous dialects of the Philippines will likewise disappear. They will leave with us an enormous number of place names, many of which are older than the languages at present spoken in the locality of these names, names of trees and plants, and a considerable additional vocabulary descriptive of objects native to Malaysia. These will all become a part of the English language spoken throughout the Archipelago. This result will come even though no more is done than is being done now. It has already proceeded far enough so that it could only be stopped by a complete reversal of policy.

THE DEVELOPMENT OF RACIAL CHARACTER.

This prediction perhaps will not be welcome to a considerable number of thoughtful Filipinos, who fear that the rapid changes being brought about in these Islands by the American government will result in the loss to native character of some of its best qualities. Some two years ago there was an extensive discussion in the native press upon the "Filipino soul," and the fear was generally expressed that the adoption of the English language would produce an aping of foreign character and manners. There was a strong, and I believe commendable, protest against the "assimilation policy" which has frequently directed the efforts of colonial governments in their work for backward peoples. French colonial administration in the past appears to have been considerably affected by the assimilation idea. In the last decades of Spanish rule in the Philippines, it was advocated by the Reform Party. Here assimilation meant not only the approximation of civil rights in the Philippines to those of Spain with representation in the Spanish Cortes, but the incorporation of the Philippine peoples as members of the Spanish nation and the general adoption of Spanish culture in the Archipelago. It was a popular conception with the Filipinos at the time, but Rizal, with an insight into its real weakness, attacked the policy in his second novel, *El Filibusterismo*. In my own view, the policy of assimilation in the dealings of the white race with other races is a mistaken one.

Profound differences of character separate the races of the world, and these can not easily be broken down as some suppose. The process of racial differentiation was apparently a very long one, and it left mankind essentially one but divided into separate races very differently endowed. No race seems devoid of the entire range of human emotions and activities, or mentally and spiritually incapable of the same experiences as any other, but these emotions and mental qualities certainly differ in intensity in different races, and the "ensemble" in one race is different from what it is in another. Each race has some peculiar qualities of strength or of serviceability, and its highest development lies in the wise and persistent cultivation of these endowments. The assimilation theory defeats this by slighting the best that the race has and forcing it to pursue a different ideal of character. Compulsion in this matter is absolutely indefensible. The great work of civilization is to be accomplished not by *force* but by *persuasion*.

The educational policy in these Islands is not an assimilation policy; it does not aim to Americanize or Anglo-Saxonize; its effort is to make better Filipinos. The triumph of English as the common speech of these Islands does not compel the suppression of the native character nor the sacrifice of any of its excellencies. On the other hand, the Filipino people, if it is to develop its own qualities and make progress in common with the peoples with whom it hereafter will be associated, must do so as other people have done, by absorbing and fitting to its own purposes the common civilization of the western world. Some races have not this power, but when confronted with superior culture or brought into contact with a population of greater strength, dwindle and melt away. It is not so with the Filipinos. They belong to a race which is destined to multiply in numbers and in power, and play its part in the world, longer and further than the human mind can foresee. Like other Malayan peoples fortunately situated, they are multiplying rapidly; they are at least fourteen times as numerous as when the Spaniards conquered the Archipelago, and five times as numerous as at the beginning of the last century. Through all their history they have shown themselves capable of cultural advance and ever have been acquiring and assimilating new elements of civilization. Their indigenous culture, which frequently is spoken of by Filipinos as the standard toward which to return, was a wild barbarism left behind centuries ago. The primitive Malaysians were jungle dwelling communities without farm animals or village life, who burned their forest "kaingins" and planted their simple crops with their hands; they worshiped the spirits of the woods and the ghosts of the departed; they possessed few or none of the arts of civilized life. From this jungle life they were rescued by contact with the civilization of the Hindu. Subsequently they came under the civilization of the Arab and the European, and through these

various foreign influences the Malayan peoples have steadily developed in culture until in the Philippines their civilization approximates that of western Europe. With confidence in their own virility, they should press on in the effort to bring up their life and civilization to the highest standards of the Christian world, to which they belong.

THE TEACHING OF ETHICS.

This discussion of the Filipino character brings us to the subject of moral instruction and character training in the public schools. Little has been done so far by means of direct or didactic teaching. The influence of high-minded teachers, the constant effort to maintain a high standard of conduct of all teachers and pupils, the prompt punishment of common school faults, constantly exert an influence in favor of character training which, while it can not be estimated, can not be doubted. There should be, as well, intelligent and systematic instruction in ethics. Enough has been previously said to indicate my own opinion that this instruction should be built upon a clear and sympathetic understanding of the Filipino character and its own best standards of conduct. Certain admirable virtues are taught by the training given in every home, but it is undeniable that certain essential virtues are neglected in this home training. On this point the school has a responsibility which it has not adequately met, partly because the difficulties in the way are great and partly because intelligence and understanding have been lacking. Obviously moral training can best be given by the Filipino teachers themselves. Some definite requirement as to time and amount within the course of study will have to be made and then Filipino teachers will have to be prepared by courses in ethics and pedagogy to give this instruction to the children. One of the most necessary qualities to inculcate in the Filipino pupil is the love and habit of self-reliance. The feeling of dependence, the desire for assistance and protection, is inherent in the race. It is a weakness that has been greatly encouraged by a paternal government. It expresses itself in countless ways, but in no way more noticeably than in the fervid seeking for official position and official privilege.

GOVERNMENT SCHOLARSHIPS.

This discouragement of the practice of self-reliance comes close home to the Bureau of Education because of the large provision that has been made for student scholarships. These are of several kinds: (1) Government scholarships in the United States, the number afforded by the current appropriation bill being 130; (2) scholarships in the Philippine Medical School, one for each province of the Philippine Islands (Act No. 1632); (3) nurses' scholarships for supporting young women while receiving a training in nursing; (4) municipal scholarships provided by municipalities under the provisions of Act No. 1791; and (5)

by Act No. 1857 one hundred scholarships for municipal and Insular teachers to receive superior instruction in Manila.

The intent of these various provisions is undoubtedly excellent; several of them have operated in a way to successfully promote novel courses of training. The appointment of Government students to the United States has done much to stimulate interest in the public schools. Moreover, all scholarships provide that the person benefited shall render service at appropriate compensation to the Government or municipality providing the scholarship for a period equal to that of the scholarship. The provision last noted, whereby a hundred deserving teachers are to secure superior instruction in Manila, is welcomed for the benefits it will bring to the schools and the teachers will undoubtedly make good return for the money spent upon them. At the same time, it is believed that all of these acts of assistance on the part of the Government are wrong in principle and that they are an example of paternal aid which has an unfortunate effect upon the person benefited and upon the community at large; that they lead to the seeking of these favors on other grounds than merit and create the conviction that the Government owes such benefactions to certain fortunate individuals. It is recommended that in all cases assistance be reduced to the minimum of absolute necessities, that the obligation of making return by hearty and conscientious service be kept constantly before the students benefited and that appointment to such positions be made on merit alone. It is regrettable that many of the students appointed to scholarships in America have failed to show a commendable spirit of economy and in numerous instances have exceeded their allowances, incurred debts and spent money in disregard of the duty they owe to the country to make the most economical use of the funds provided for their education.

Reporting upon these scholarships in detail, provision for Government scholarships in America was made in 1903 by Act No. 854, and was for 100 students. Succeeding appropriations increased this provision until the number of students under appointment finally stood at 188. The standard of scholarship of the early appointees was too low for them to fully benefit by the instruction in American institutions, and in 1907, by resolution of the Commission, the examination for appointment was made the equivalent of the completion of a secondary course of study. This higher standard has resulted in very few appointments during the last two years, but there will probably be a number of competitors able to qualify at the end of this school year.¹ Of 196 students who have been appointed to these scholarships, 2 have died while under appointment; 5 have been obliged to return on account of ill health; 7 have been dismissed for misconduct; 60 others have returned from the United States, their terms of appointment having been completed, and have been

¹ The actual number of appointments for the different school years is as follows: 1903-4, 105; 1904-5, 40; 1905-6, 37; 1906-7, 10; 1907-8, 4; total 196.

appointed to Government positions—40 in the teaching service, 11 to clerical positions, 2 to positions of subinspector in the Constabulary, 2 as draftsmen, 1 as a pharmacist, 1 as court interpreter, 1 as agricultural foreman and inoculator, 1 as computer in the Bureau of Lands, and 1 as private secretary to one of the Congressional Delegates. The majority of these young men have now been under appointment from eight to ten months. An effort has been made to learn of the quality of their service; 6 are unreported upon; the service of 5 is reported as “poor;” 7 as “fair;” 22 as “good;” 20 as “superior.” There will return to the Islands this summer 43 students, (4 of them being young women) of whom 11 have taken courses in civil engineering, 3 in mechanical engineering, 1 in chemical engineering, 11 in agriculture, 6 in teaching, 4 in medicine, 2 in domestic science, 1 in architecture, 2 in law, 1 in forestry, and 1 in pharmacy. Under the terms of the law, these students may take not more than sixty days of vacation after their arrival in Manila and are then under obligation to accept appointment in a suitable position in the Government service and to enter appropriate civil-service examinations to secure eligibility for regular appointment. Not counting those students who are returning this summer, there remain in the United States 76 students, in addition to whom there are 3 students who have resigned their scholarships and are in the employ of the Federal Government; there are also 3 other recently appointed students who are awaiting transportation to the United States.

In addition to the ten original scholarships in nurses' training, it is gratifying to report that four other scholarships were privately provided last year, and two other young women took this course at their own expense, a total of sixteen. For the present academic year provision has been made for thirty Government scholarships, and nine other young women have been provided with scholarships through private generosity. Of this course in preparation for nursing, the superintendent of the Philippine Normal School says:

The credit for the initiation and organization of the course is due to Miss Coleman, who was in charge of the dormitory for women students. These young women studied under the direct supervision of an American trained nurse, who gave them instruction in physiology and hygiene and the theory of nursing. They studied English and cooking in the regular classes of the Normal School, and went to one of the hospitals of the city for practical nursing each day during the latter part of the year, according to a regular schedule.

This class of work is an innovation in Filipino life, and many doubts were expressed as to the ultimate success of the venture. Thanks, however, to the ability of Miss Coleman, the originator of the scheme, and to the tact and capability of Miss Layton, the nurse in charge of the girls, the experiment may be pronounced a complete success. The young women have displayed great interest in their work along with real aptitude for it, and all have made satisfactory progress. They are now in active demand as student assistants in various hospitals in Manila.

Of students appointed to study in provincial high schools under municipal scholarships this office has no record, but it is believed the number is small. Twenty-four students are known to be holding municipal scholarships for study in this city, fourteen in the Philippine Normal School, and ten in the Philippine School of Arts and Trades.

MUSIC.

Music plays a large part in the life and pleasure of Filipinos. The Bureau has constantly sought to give proper musical instruction in the schools. The following standard has recently been adopted for primary grade pupils:

1. To use the voice softly and with attention to breathing and enunciation.

2. To sing the scale correctly and recognize its intervals.

3. To read simple music at sight in the keys of C, G, D, A, E, and F.

4. To write simple phrases in the above keys.

5. To sing readily exercises in 2-4, 3-4, and 4-4 measure.

6. To sing sharp four, sharp five.

7. To know the names of the notes and the pitch names.

8. To be able to sing simple two-part melodies.

A further standard has also been prescribed for intermediate schools. In the high schools the work is largely chorus singing and no definite amount is required.

A highly trained teacher of music was engaged in 1903 and has acted as supervisor of music for the Islands, and is at present instructor in music in the Philippine Normal School. Due to her efforts, a considerable interest in correct teaching of music has been developed. The aim is to have in each province a teacher competent to give this instruction correctly, who shall teach these subjects regularly in the high schools and instruct all Filipino teachers at the vacation normal institute. At the present time there are ten teachers assigned to musical instruction and supervision.

DRAWING.

The Filipino child is gifted with a great liking and frequently with real talent for this art of expression. A graded course of drawing is provided for primary schools, including pencil and charcoal drawing, sepia, and a small amount of work in colors. Up to the present time it has not been possible to introduce this work fully, but the effort is now being made to do it in at least all third and fourth grades. In the intermediate course the first year should be devoted to line drawing and lettering; the second year, to geometrical drawing; and the third year, to simple mechanical drawing. A considerable proportion of high schools are provided with drawing instruments for this work but there is an insufficient number of teachers to give this instruction in all.

THE KINDERGARTEN.

Kindergartens were established in the city of Manila in 1903. In 1905 six kindergartens were conducted in this city and there were also kindergartens in Iloilo and Cebu. These were all taught by American teachers. The work done was excellent, the results to the children and upon the families of children were interesting and valuable. Owing, however, to the limited number of children that can be reached by a single teacher and the consequent expensiveness of this instruction, there seemed small chance of making the kindergarten system general. In 1906, on the recommendation of the city superintendent, the kindergartens in Manila were closed, with the exception of one in the American School. Since that date a kindergarten has been conducted in connection with the Philippine Normal School. It would be highly advantageous if Filipino children generally could receive a year of kindergarten instruction before commencing the primary course, but there is no present way for providing it. At one time the Director had under consideration a plan for establishing in towns and villages outdoor afternoon classes, true "children's gardens," for younger children not yet admitted to the primary schools. If there were suitable playgrounds in all towns such gatherings of the little people for an hour or an hour and a half in the cooler hours toward evening might be held during the dry months. These gatherings could be given up to conversation instruction, stories, games, songs, informative plays, and lessons in politeness and conduct. Such classes would be highly welcome to the people; they would afford a valuable preparation for children before entering the primary school, and the social effect upon the community would be excellent. In time, as schools obtain suitable, well-shaded grounds it may be possible to hold such classes, using regular primary teachers trained to this additional service. In Iloilo and Cebu the instruction previously given in kindergartens seems to have been especially well received. Three kindergartens taught by Filipino teachers were conducted in the city of Cebu last year.

EDUCATION OF GIRLS AND WOMEN.

The Philippines are fortunate among countries of the East in the position occupied by women. In the social life of the country they have a place as influential and respected as that of the men. The woman's influence in the household, in the direction of household affairs, and in the business interests of the family is preponderant. Filipinos seem to regard the judgment of the women as being cooler and wiser, and it is ordinarily adopted. Women are engaged in all sorts of occupations; besides being venders and hucksters, they are shopkeepers and frequently commission merchants on a considerable scale. There are many women of wealth who hold property independently and

manage it themselves. This is a condition which gives the Philippines a great advantage over other oriental countries. On the other hand, while the woman's influence is fully equal to that of the man in domestic and practical affairs, they have not enjoyed equal privileges of education until recently. Lately a number of women have taken law courses in private schools of Manila, though I am informed that none have passed the bar examination. There are three women students in the Philippine Medical School. Of 6,804 Filipino teachers, Insular and municipal, regular and temporary, 2,108 are women. A considerable number of young women fill positions in public offices. The Director of Civil Service states that during the last five years 1,371 young women have entered civil-service examinations in English, of whom 269 passed a teacher's examination and 153 passed a clerical examination. Since the organization of a modern telephone system in Manila, they have filled the positions of telephone girls, and in the stores of Manila there is commencing to be an increasingly large number engaged as accountants, clerks, and saleswomen. Girls do not, however, attend the public schools or any schools to the same degree as do boys. The disparity between the sexes in the primary schools is 137,974 girls to 221,923 boys. In the intermediate schools the difference is even greater. There were last year 2,898 girls and 10,481 boys in such schools; while in the secondary course, out of 1,324 students only 240 were young women. While there may always be a greater demand for highly trained men than for highly trained women, social improvement in the Philippines depends upon an educated body of women no less than upon a similar body of men.

THE INSULAR SCHOOLS IN THE CITY OF MANILA.

THE PHILIPPINE NORMAL SCHOOL.

Provision for this school was made in the act organizing the Bureau of Education, and it was first opened in 1901 with a total enrollment of 349 students; in 1902-3 the number of students was 398, and 9 pupils who had had previous instruction in Spanish schools, and were somewhat advanced in subject-matter, were given diplomas of graduation although there was no definite standard of attainment; in 1903-4 the enrollment was 455 students and of this number 14 were graded as secondary students when the prescribed course of study went into operation. The attendance on this school has steadily risen each year, being 554 in 1904-5; 645 in 1905-6; 733 in 1906-7; and 809 in 1907-8. What is even more gratifying is the higher standard of work attained. In 1906-7 two hundred of these students were secondary pupils, while in the last school year the number was 286. The secondary courses are very thorough, and the instruction, equipment, and standard are believed to be comparable with the best high schools of the United States. Including the early graduates there have been a total of 99 normal

graduates and 4 graduates from the literary course. Graduates from the normal course are placed by the Bureau of Civil Service on the list of eligibles for appointment as Insular teachers without subsequent examination. For the practice teaching, as well as for model and experimental purposes, intermediate, primary, and kindergarten departments are conducted. Those taking the normal school course have practice teaching in the primary grades in their third year and in intermediate grades in their fourth year. The school since its organization has been housed on the "Exposition Grounds" in Ermita, in buildings erected by the Spanish Government in 1895 for a Philippine Exposition and subsequently used as a school of agriculture. These buildings, while for the most part of a temporary character, have been kept in a state of repair and with ample and well-shaded grounds have served the purpose admirably. In a way, this school and its site on the "Exposition Grounds" has been an educational center for the work of the Bureau of Education. Here have been held the vacation assemblies, and the Philippine School of Arts and Trades for several years occupied buildings on the same grounds. In connection with the Normal School, and because no other public school in the city of Manila was affording such instruction, courses in preparation for different professions have been opened from time to time. These include a course in preparation for medicine, a course in preparation for appointment as magistrate or for entrance to a law school, a course in preparation for admission to an engineering school, a secondary course in agriculture, a course in domestic science, and a course in preparation for nursing. In addition to these, a general high school course has also been conducted. The excellent laboratories in botany, zoölogy, including anatomy, physiology, and histology, in physics and chemistry, as well as the number of specially qualified teachers at this institution, have been reasons for consolidating here these varied kinds of instruction. At the present time these additional courses are more largely attended than the course in teaching. Of 334 secondary students enrolled July 23, 1908, only 60 are taking the course in teaching, 75 are preparing for medicine, 33 for law, 33 for engineering, 18 are taking the agricultural course, 17 domestic science, 41 are preparing for nursing, while 67 are taking the regular secondary course in literature, science, and history.

Other professions are appealing more strongly to students in the school than the profession of teaching, and the fundamental purpose of the institution as a training center of teachers for the entire Archipelago is not being fulfilled. One cause of this may be the fact that graduates of the Normal School on entering the teaching service have received a compensation which is not attractive enough in view of their long course of preparation. This entrance salary is ₱600, the same as the maximum entrance salary of a clerk who has passed the second-grade English

examination. A pupil who has completed the intermediate course and had four years less training than the Normal School graduate can pass the second-grade examination and receive an equal rate of pay. In justice to the long and superior training taken by graduates of the Normal School a higher entrance salary should be paid.

The special training now being given by the Normal School will be brought into some sort of relation to the work of the Philippine University, whose establishment is authorized by legislation of the last session of the Philippine Legislature. It would seem that the work of the university might grow in a natural manner out of the foundations laid by the Normal School. Up to the present the Normal School has had a history which is believed to be unique in usefulness in the career of so young an institution. By its influence, in one way or another, thousands of pupils and teachers have received help and inspiration, and by the thorough instruction given, a large number of young people are receiving excellent training. In addition to its other numerous services, the Normal School during the last year conducted a department of correspondence teaching. This course was authorized on June 20, 1907, to be given to Filipino teachers, who had completed the intermediate course of instruction. There were so recommended 634 teachers but owing to the inadequate supply of suitable texts, so large a number could not be provided with the facilities for study and only 314 took work in English, while 19 attempted work in algebra. Of the students in the English course 168 persisted through the year, and 114 did work that was satisfactory. This first year was experimental but it demonstrated the advantage of conducting such correspondence, especially as more and more the regular instruction of Filipino teachers by supervising teachers has to be given up.

THE PHILIPPINE SCHOOL OF ARTS AND TRADES.

Provision for the establishment of this school was made in the act organizing the Bureau of Education. It was opened in the city of Manila late in 1901. For two years great difficulty was encountered in securing students and there was a lack of equipment, no machine tools having been supplied the school. In 1905 some disused stables and wagon barns on the "Exposition Grounds" were fitted up for the use of this school and the first engines and machinery procured. This change with its equipment introduced a new spirit into the school which began to attract a desirable class of young men. A year ago the school moved into better quarters—the old "Arroceros" grounds and shops, owned by the city, with an agreement for the use of these premises for five years. The school now has the following departments all well equipped with excellent machinery and tools: Carpentry, blacksmithing, wheelwrighting, machine shop, wood carving, drafting, and weaving. There were 538

students in attendance last year. Distinctive trade work is given to boys and young men who desire to be simple mechanics. This instruction is given in all the trades mentioned above.

In addition a general four-year course in manual training is given to students who desire this work as a preparation for some branch of engineering. The course embraces one and a half years of carpentry, one semester of blacksmithing and two years of machine shop practice, with mechanical drawing throughout. The school also conducts a normal training department for the preparation of teachers to give instruction in tool work in elementary industrial schools and in intermediate schools. The outlook for the school is encouraging, but the present buildings are insufficient and a permanent site and plant must be secured.

THE PHILIPPINE SCHOOL OF COMMERCE.

Until the opening of the present year this school was known as the Manila Business School. It is now an Insular school and will offer the secondary course in commerce, a course which later can be introduced, it is hoped, into many of the high schools. The most serious industrial need of the Archipelago is capable, trained Filipino men of business. Philippine commerce at present struggles under a severe handicap due to the undeveloped state of three factors—markets, systems of transportation, and the system of credit. The great wholesale establishments of Manila, Iloilo, and Cebu are for the most part in European, American, or Chinese hands. These large companies conduct their own trading and transportation and make loans. Meanwhile there are in every part of the Archipelago excellent small business openings not sufficiently large perhaps to attract the European, but admirable opportunities for Filipino young men who are willing to commence modestly. Such openings at the present time are taken advantage of by one class of residents only—the Chinese. It is the development of these small businesses in large number that will do most to forward the economic development of the Archipelago. To stimulate such an interest, to train young men for such enterprise, and to disseminate intelligent information about them, is the aim of the secondary course in commerce. It will also undertake to train in public finance a class of young men who may in this manner become qualified to fill positions in the provincial treasury and revenue services. At the present time the work given in the Philippine School of Commerce, while having this large plan in view, is varied and general. There is an attendance of 266 students enrolled in the following courses: Commerce and bookkeeping, 60; stenography, 35; typewriting, 25; telegraphy, 42; intermediate business course, 104. Night classes were opened in the month of July with a present enrollment of 153 pupils.

SCHOOL FOR THE INSTRUCTION OF THE DEAF AND THE BLIND.

One other Insular school opened in Manila at the beginning of the present academic year. This is a small school for instruction of the deaf and the blind. A year ago an accomplished and experienced teacher was engaged in the United States, who the past year has conducted experimental work instructing a small number of deaf children, at the Normal School. A considerable number of deaf children have been reported from adjacent provinces but with parents of such small means that no private provision could be made for their attendance upon an institution to give them instruction. Authority was consequently obtained to pay the expenses, not to exceed ₱20 a month, of twenty deaf children and to open a home for them in the city of Manila. This has now been done and at the opening there are eleven children in attendance. Provision will be made within a very short time for the instruction of blind children, of which unfortunate class there is in the Islands a large number owing to the prevalence of smallpox.

SCHOOLS FOR NON-CHRISTIAN PEOPLES.

Outside of the Moro Province the pagan peoples may be divided for the purpose of this report, into three divisions, the Aeta, or Negritos, little black aborigines; the uncivilized forest Malayans; and the mountain-dwelling Igorot.

THE NEGRITOS.

Of the Negritos, or Aeta, there are probably somewhere between 25,000 or 30,000. They are found on a number of islands, including Luzon, Panay, Negros, Mindanao, and Palawan; but the largest known groups of them are found in the Sambales Mountains, in the forest and hill country of Camarines, and in western and northwestern Panay. There is an unknown number in the Sierra Madre Mountains, which extend for nearly 200 miles along the Pacific coast of Luzon, but nothing is known of them except in three localities, at the northern end of this mountain chain on the coast facing Palawi Island, in the mountain country between Ilagan and Palanan, and near the Pacific coast in the jurisdictions of Baler and Infanta. Indeed, the entire Pacific coast of northern Luzon has only three or four Christian towns, and has been very little explored. There are small groups of Aeta in the Cordillera of Luzon within what is properly Igorot territory. An element that once existed on the Island of Mindoro has been absorbed into the Mangyan. There are a few in the mountainous parts of the Island of Negros. There is a small group around Lake Mainit, Surigao, who are known as "Mamanua." Occasionally individuals or even family groups are met with elsewhere. Two statements made in regard to

these little blacks have been widely repeated; first, that they are rapidly disappearing; second, that they are quite incapable of cultural improvement. Both of these statements I consider to be untrue. While the Negrito has disappeared from many places where he was found in the past, at the present time he appears to be holding his own; and in defiance of the second assertion, in many communities he is making really notable progress considering his primitive condition of savagery. When unaffected by outside culture, these little black forest dwellers depend entirely upon game, honey, wild fruits, and especially roots; they use the bow and arrow, but not the blowgun, or "sumpitan," which is the projectile weapon of the primitive Malayan; their habits were strictly nomadic; probably at one time they never constructed anything except the rudest shelters of branches. But at the present time in many places the Negritos have partially or entirely ceased their nomadic wandering and settled down in well-established small communities. Here they have built houses, or at least permanent huts, and they have learned from the Malaysians their method of forest cultivation, and to plant crops of mountain rice, maize, beans, taro, yams, and tobacco. In barter with the Christian population they exchange wax, rattan, and forest products for clothing, iron, salt, and other necessities. In the mountains of Angat, Bulakan, they do a great deal of lumbering; in the hill communities of Camarines many of them have set out rather extensive fields of abaká. From their Malayan neighbors also they have learned primitive ironworking, and in some communities fashion their own knives and arrowpoints. Almost always they have dogs and in some cases fowls, swine, and even a few carabao. Now, these are very considerable steps in culture as contrasted with their primitive forest condition and are sufficient to refute the statement that the Negrito is everywhere incapable of advancement in culture.

Schools have been opened for them in five localities; in the Bukao River Valley, Sambales; in the Tarlak River Valley, Tarlak; in the mountains back of Florida Blanca, Pampanga; and in the Provinces of Camarines and Antiki. The plan is to help introduce the culture of the adjacent Christian people and at the same time to give a certain measure of oversight and counsel, and by opening in the vicinity of each school a trading place protect them from exploitation which they now suffer. Some reading and writing, knowledge of money and values, calculating and figuring, are being taught and they are anxious to have these matters understood by their young people. It is believed that the Negritos may be persuaded to form more settled communities and devote themselves more generally to agriculture. What will be the future of these little people it is somewhat hard to say. In the Camarines and in some other places they have to a considerable degree been absorbed into the Bikol population. In other places it seems,

however, that they will remain communities distinct in race although their culture will approximate that of the Christian people. In addition to the pursuits of agricultural life, they will remain the expert foresters that they are now, and with their ability to travel the woods and the mountains they will contribute to the products of the Islands those peculiar to the jungle, which is their natural home.

THE PRIMITIVE MALAYANS.

On a number of islands occupied mostly or in part by Christian peoples, there is an interior element who represent more or less closely the true primitive Malayān. On Mindoro these people are known as "Mangyan," on Busuanga and Palawan as "Tagbanwa" and "Palawanos." In the Bisayan Islands they were called by the Spaniards "Monteses" or "Montescos." Some years ago I proposed as a general designation for these primitive Malayan peoples inhabiting the Bisayan Islands and northern Mindanao the word "Bukidnon," a term quite widely used and meaning "hill people." This designation seems to have found general acceptance. School work has so far been conducted only among the Mangyan of western and southern Mindoro and for the Tagbanwa about Puerto Princesa, Palawan; no attempt has been made to reach the Bukidnon in Panay and Negros with schools. In northern Mindanao more comprehensive work is planned. One American teacher has been assigned to plan and organize school work in the subprovince of Bukidnon, where five schools have been opened with Filipino teachers, and in the valley of the Agusan River sixteen schools for Manobo are being taught by Bisayan teachers under an American supervisor, and a normal and industrial training school for Manobo young men has been authorized.

THE IGOROT.

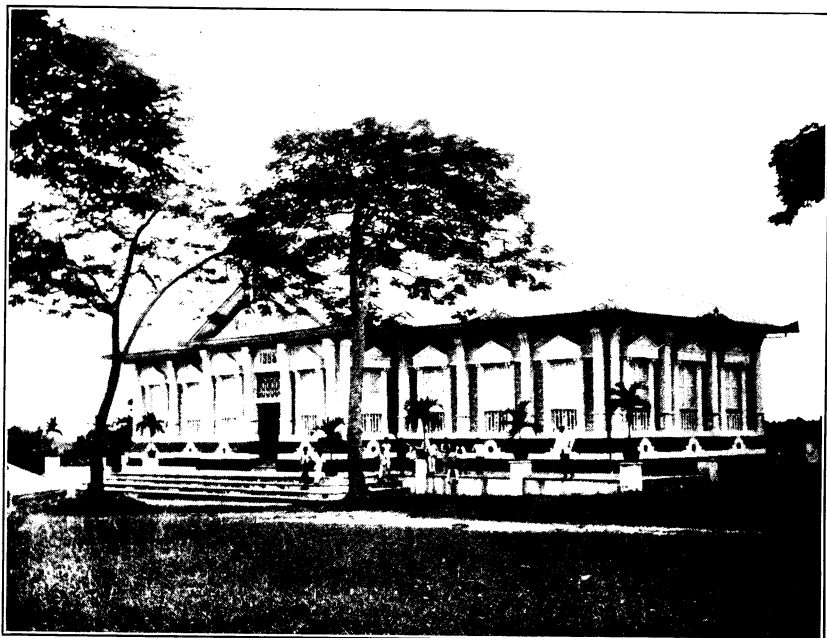
For the Igorot of the Cordillera of Luzon, the problem is a much larger and more important one. Here we have a mountain population of several hundred thousand souls, full of vigor and hardihood. These people are not organized in tribes but in communities or towns, some of them compactly built up and containing several thousand inhabitants. They are among the most remarkable barbarous populations of the world. In physical and mental endowment they seem to be inferior to no people in the Archipelago. They have brought their steep and forbidding mountains into a remarkable state of habitableness by the construction of thousands of wonderful terraces and systems of irrigation. They mine gold and copper, and among their beautiful handicrafts are ironworking—spears, axes, and knives of varied form and fine workmanship, cotton weaving and dyeing, copper beating, brass casting, pottery, basketry, and rattan work. During the last decades of its rule

the Spanish Government occupied most of this Cordillera with military forces. Cuartels or garrisons were established in many places and these were connected by trails or mountain horse roads. Missionaries of the Augustinian and Dominican orders established missions in most of these "comandancias;" the Government undertook to vaccinate the people and went so far as to attempt schools. Coffee and cattle raising were introduced.

Following the breakdown of Spanish Government and the retirement of the Spanish troops and missionaries from the Cordillera, most of the results of their work were swept away. The cuartels and missions were in many places destroyed, the roads grew up with the jungle, and when the American Government five years later sought to reoccupy these mountains, there was little to indicate the former presence of the Spanish soldier and missionary. Left to themselves, these head-hunting communities were then engaging in a perfect orgy of feuds. These conditions did not apply to Benguet nor to parts of the Province of Lepanto, but almost everywhere else confusion and head-hunting reigned. In 1902 the American Government began the task of organizing an administration for the control and benefit of these peoples. The task has been successful and although Igorot communities still covertly take heads from one another, the best of feeling prevails between the Igorot and the Americans.

Owing to the pacific conditions which prevailed in Benguet while the rest of northern Luzon was either in a condition of insurrection or inter-community feud, this province was the first region to secure civil government under the American rule. At the same time a considerable force of American teachers was sent there, who opened schools in at least eight of the towns. This was in 1901. American teachers were sent to Lepanto-Bontok in 1902. Subsequently schools were opened in the former Spanish posts or "comandancias" of Amburayan, Banawe, Kianggan, and Tiagan, and within the last year at Mayoyao, Kalinga, and Apayao. Within recent months the school administration of these two provinces has been united in a single school division known as the "Mountain Division." It will probably be wise to unite all parts of the Cordillera in a single school division and have all school work for the Igorot conducted under one superintendent and in conformity with a single policy.

Schools for Igorot are of two kinds—industrial boarding schools, to which children come from more or less distant towns, and village schools conducted in the Igorot communities. Of the former schools five were conducted during the last year, at Baguio, Benguet, for boys; at Bua, Benguet, for girls; at Alilem, Amburayan; Cervantes, Lepanto; and at Bontok; a boarding class was conducted for the last few months of the year at Banawe, and in April a boarding school with thirty-two little



MUNICIPAL SCHOOL AT CARCAR, CEBU, CONSTRUCTED IN 1907.

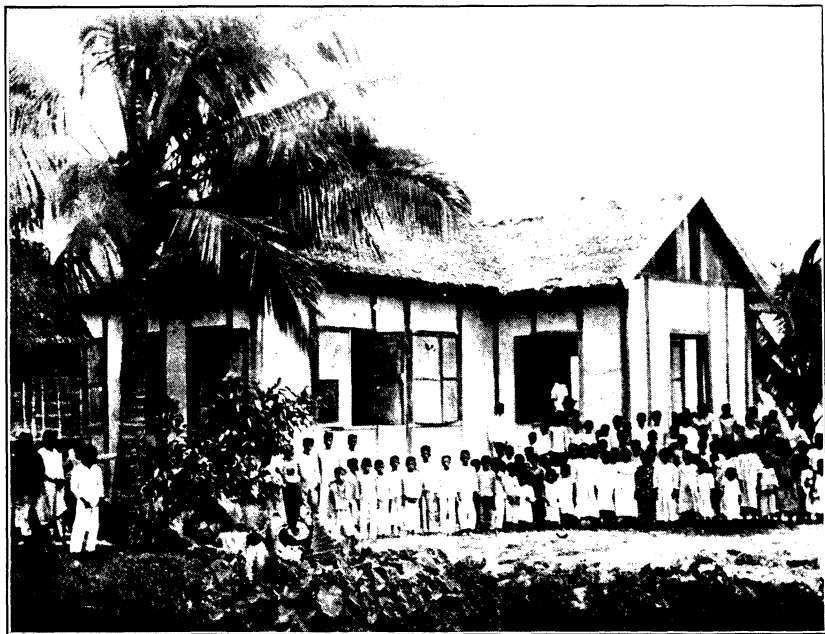


PRIMARY SCHOOL BUILDING ERECTED BY THE SPANISH GOVERNMENT
IN THE TOWN OF DUMANIUG, CEBU.

This building is quite typical of the municipal primary school of the Spanish régime. The carving about the door is very decorative, as well as the finely engraved inscription.



BARRIO SCHOOL, CEBU.



BARRIO SCHOOL, CEBU, ERECTED IN 1904 BY THE USE OF "RELIEF RICE."





PRIMARY SCHOOL BUILDING ON THE ISLAND OF DINAGAT, COAST OF MINDANAO.

This building is constructed of hardwood. The work was very largely done by Filipino teachers and pupils. Building still unfinished.



INTERMEDIATE SCHOOL AT KABADBARAN, AGUSAN PROVINCE, MINDANAO.

Built of hardwood with cement foundation and nipa thatch. This thriving town has grown up from an insignificant village within the last six or seven years.



HIGH SCHOOL CADETS, SURIGAO.



PHYSICAL DRILL, HIGH SCHOOL CADETS, SURIGAO.

girls was started at Bontok. The plan of these schools is to give the children a comfortable home, food and clothing, and a training in tool work and agriculture, as well as in academic subjects. Until the last school year there was no adequate provision for buildings for these schools. There have now been constructed a good dormitory and shop building at Baguio; at Bua the girls' school is housed in a building made in part of wood; the school at Cervantes occupies a large recently completed wooden building; at Alilem the buildings are of light materials; at Bontok a boarding school building was erected in 1902, but lately had to be torn down owing to faulty construction. Its materials have been utilized in putting up a smaller building which accommodates the school for little girls, and 130,000 bricks have been made under the direction of the supervising teacher, for the erection of a new school building. At Banawe two temporary buildings have been constructed, one neat building of wood erected, the walls of a dormitory building are up, and the concrete foundations laid for a large general school building. At Kiangnan 30,000 bricks have been burned for a building there.

These boarding schools have not been an unqualified success. The Igorot dislike to have their children go away from home. The boys prefer the free life of the village to the discipline of the school and frequently play truant and run away. One of the schools, that at Cervantes, is unfortunately located. It was placed here because this town had been selected as the provincial capital. It is, however, entirely removed from any large Igorot center and the whole locality has proved to be unhealthy. This school will have to be removed or discontinued. My own opinion of industrial boarding schools for these people is that, while they are apparently necessary in order to train boys from villages where it would not be possible to send a teacher, they are not ideal educational institutions. If carried too far and made too large they are likely to show all the objectionable features of Indian boarding schools in the United States. By removing the boy from his home they educate him in some degree away from his community, which also loses the benefit of the presence of the school. As fast as Igorot boys can be trained as teachers, village schools will be opened. This plan has been carried out in some degree already, utilizing in many cases the services of young Ilokano teachers. Eleven village schools were conducted last year in Benguet; in Amburayan five; and in Lepanto and Bontok thirteen more. In Ilokos Norte and Ilokos Sur schools of a similar character were conducted for the Igorot and Tingian villages in those provinces. The best results obtained in any of these village schools are seen in the supervising district of Kabayan, the Agno Valley of Benguet Province. Seven of the teachers are young Igorot men. In all of these towns there are school gardens. Basket making is taught

at Bokod, pottery making at Daklan, blacksmithing and carpentry at Kabayan. At Kabayan, Daklan, and Bokod cloth weaving is taught the girls. Fourteen of the looms used were made by the Igorot people and are the property of the girls using them. Five good school buildings have been put up, all of them with one exception made of pine lumber laboriously hewn out by Igorot axmen. These buildings were put up without cost to the Government except for the nails, paint, and glass. In the supervising district of Kayan, Bontok, by using Igorot skilled craftsmen, instruction was given in iron forging, pottery making, and the casting of brass. Six new village schools have been opened in the district of Bontok this year. The people have voluntarily built the schoolhouses. The work in Abra merits special mention. Here the Tingian, while not differing ethnologically from the inhabitants of the higher mountains, stand in plane of culture midway between the Ilokano and the Igorot. They are peaceful, well disposed, and prosperous. They have shown themselves extremely eager for schools and no less than twenty-three village schools were conducted last year in Abra among the Tingian, with an attendance of 940 children.

To these should now be added the industrial training school for boys at Lagangilang, Abra, which has several serviceable buildings made in part of light materials.

While the Igorot generally wish schools for their boys, they show a good deal of opposition to allowing girls to attend. The little Igorot maid begins her work in the camote patch at a very early age, and her labor is valuable. With the idea of affording the girl the chance at training and of introducing an industry, the product of which is highly prized, loom weaving of the Ilokano pattern was attempted in a small way at Bua, Benguet, about four years ago. The plan has succeeded and now no less than six schools in Benguet are giving training in loom weaving to Igorot girls, who in addition to the practice of this art learn a great deal that is useful and valuable to them of the care of their persons and their homes. If her handiwork at the loom can be made more valuable than her service in the field, she may thus secure relief from a kind of labor that seems too burdensome for her sex and not for the best interests of the community.

Altogether school work among these interesting mountain peoples promises to succeed. The people recognize the desirability of it at least for certain classes of their young men. The Spanish Government administered local affairs among them through the employment of Ilokano secretaries or "directorcillos." The Igorot are very anxious that members of their own race should fill these positions and thus free their communities from an official oversight which they do not consider desirable. There is a need in each district of a class of young men with schooling to be town officials, "camineros" or road overseers, officers in the Constabulary, which is largely recruited from Igorot, storekeepers in

the Government exchanges, school-teachers, etc. The whole future of this mountain race is fraught with great interest. Under peaceful conditions, with their splendid strength, their habits of industry, their conspicuous honesty and reliability, they ought to develop into one of the most prosperous and pleasing mountain populations in the world.

AMERICAN TEACHERS.

By Act No. 74 of the Philippine Commission provision was made for appointment of 1,000 American teachers. There were never, however, this number on duty at any one time, the highest number reached having been 928 in March, 1902. In 1905 the number allowed by law was reduced to 861; in 1906 it was further reduced to 800; in 1907 it was raised to 820; and at the present time it is fixed at 795. Owing to the conditions of the service, a certain number of teachers resign during the course of the academic year, and these separations are most numerous at the conclusion of each school year in March, so that the beginning of each new year in June finds this Bureau short of a considerable number of teachers. On June 30, last, there were in the Bureau under regular appointment 722 American teachers, of whom 535 were men and 187 women. Of these 722 regular teachers all but 85 have civil-service examination status.

THEIR SCHOLASTIC ATTAINMENTS.

As regards their scholastic attainments, of the total of 722, 253 are college graduates, representing 130 colleges and universities; of these institutions, the University of California graduated 12; the University of Michigan 10; the universities of Indiana and Chicago 9 each; the universities of Kansas and Iowa 7 each; Harvard, Cornell, and Stanford, 5 each; Yale, Boston, State College of Kentucky, and Nebraska, 4 each; the universities of Missouri, Ohio, Illinois, Drake, Purdue, Colby, Dartmouth, Georgetown, Lake Forest, St. Charles, Olivet, Asbury, Grove City, and Holy Cross, 3 each. There are 108 teachers who are graduates of normal schools. The educational attainments of the rest of the corps are various; many have completed a part of a college or normal course; 9 have the degree of bachelor of laws.

STABILITY OF THE SERVICE.

Much has been said relative to the instability of the teaching service. The force does change considerably from year to year, but of regular teachers in service June 30, the service of 6 dates from 1900, 133 from 1901, 35 from 1902, 52 from 1903, 138 from 1904, 56 from 1905, 90 from 1906, 118 from 1907, and 94 from 1908. From this it appears that 364, or about 50 per cent, were appointed previous to 1905, while 139, or 19 per cent, were appointed previous to 1902 and have a period of service in most cases which amounts to seven years. This table

does not take account of the directors and superintendents, who were appointed to the teaching service as follows: In 1900, 2; in 1901, 34; in 1902, 3; in 1904, 1; total 40. I think these figures demonstrate a greater stability of the teaching force than is ordinarily supposed. Certainly few branches of the Philippine service can show a directive staff so generally composed of men whose entrance into the service was contemporaneous with the organization of civil government. It is also encouraging to be able to state that there is a growing desire on the part of teachers formerly in the service to return after one or two years of absence in America. These teachers are especially desirable because of their previous experience. There were 28 reinstatements of this sort made during the school year ending June 30, 1908, as against 11 reinstated in the previous year.

During the past year the Bureau lost 132 teachers. Of this number 113 resigned; 3 were dismissed for the good of the service, and 16 teachers transferred to other Bureaus of the Government; among these, 2 went to the Bureau of Agriculture, 2 to the Bureau of Audits, 2 were appointed deputy provincial treasurers, and 1 became chief clerk in a provincial treasurer's office, 1 was appointed treasurer of the non-Christian province of Agusan, 1 was appointed lieutenant-governor of the subprovince of Amburayan, 1 assistant to the governor of Agusan.

LOSSES BY DEATH.

It is with regret that the loss by death of six American teachers during the past year is reported:

Mrs. Ella J. Redford, died in Manila of heart disease, on October 20, 1907.

On November 12, 1907, Mr. Arthur G. Crane died at Manila of amœbic dysentery.

On January 28, 1908, Miss Anna E. Hahn was murdered in her home at Batangas. This act was committed by three Filipinos and the object was robbery. The murderers were apprehended and convicted, two of them being sentenced to death and one to fourteen years' imprisonment.

On February 28, 1908, Mr. Emery C. Lowe died at Cebu of appendicitis.

On April 3, 1908, Mr. W. J. Duncan died at Tuguegarao, Kagayan, of intestinal obstruction.

Early in May, 1908, Mr. Tilden R. Wakely was murdered by pagan hill people in the mountains of southern Negros. Mr. Wakely was accompanying Mr. Everett, a forester, on an extensive exploration of this part of the island; they had with them two Filipino rangers and a Filipino servant; all of them were murdered at night while in camp. Their remains were recovered by Maj. George B. Ahern, Director of

Forestry, and Lieutenant Ford, senior inspector of Oriental Negros, in command of a party of Constabulary, and brought to Manila, where they have been interred.

ASSIGNMENTS OF AMERICAN TEACHERS.

To fill vacancies, a large number of teachers are appointed each winter and spring from eligibles who have passed a civil-service examination. Last year these appointments were made in the United States by the Director of Education while on leave. This year similar action has been taken by Mr. Frank R. White, Second Assistant Director of Education, likewise on leave in America. Since the 1st of April 114 new teachers have arrived. Thirty more are en route. The most important work done by teachers is as district supervisors. A district usually embraces a number of pueblos and the schools are often widely scattered as well as numerous. The work then is a severe test of physical endurance and hardihood, especially in the typhoon season. Last year the number of supervising districts was too few, the districts in many cases too large, and the duties thus imposed too onerous. During the division superintendents' convention at Baguio a thorough canvass of the field was made with the view of increasing the number and diminishing the size of districts. This has resulted in the establishment for the ensuing year of 460 supervising districts, of these 390 are covered by American teachers, twenty of whom supervise an additional district, and 70 by Filipino Insular teachers who are appointed to be supervising teachers, "acting supervising teachers," or "assistant supervising teachers." Two hundred and eighty American teachers are necessary for the provincial high schools, 80 for intermediate schools, and 95 for schools in the city of Manila. This makes a total of 825 teachers requisite for school work as at present organized. To cover the number of positions between the number fixed by appropriation, 795, and that required, authority is given by legislation for the engagement of temporary teachers who have no civil-service status and who are paid only for the actual period of teaching.

PROMOTIONS IN THE SERVICE.

Much difficulty has been experienced since the organization of the service in retaining teachers because of the inadequacy of compensation compared with clerical or skilled positions for which, in a great number of cases, teachers are qualified. As long as so large a number of Americans have to be brought from the United States, the service will be expensive but the advantages of high-grade men and women have been abundantly demonstrated. Great pains are taken in their selection to exclude all but teachers of high standard. They must be under 40 years of age, robust, without physical weakness or disability; of good

character and blameless life; and they must pass a civil-service examination which is a test of their literary qualifications. Such teachers are usually appointed at an entrance salary of ₱2,400, though at times the salary schedule compels offering only ₱2,000. For the first six months of service a teacher is on probation. If he proves to be uncultivated and boorish in manner, slovenly in dress, a shirker or time-server or a carper, inaccurate in his language and work, or lacking in the requisite moral qualities of courage, patience, honesty, and self-control, then he is not fitted for the service and is not up to the standard set by the great majority of his fellows. Satisfactory service with the Philippine Government usually brings comparatively frequent promotion. In the teaching service these promotions are usually made on recommendation of the division superintendents. As the salary schedule now stands there are 52 at ₱2,000 and 290 at ₱2,400, the usual entrance salaries for properly qualified teachers. There are 140 positions at ₱2,600; 150 at ₱2,800; 100 at ₱3,000; 50 at ₱3,200; 12 at ₱3,600; and 1 at ₱4,000. For the guidance of superintendents in making their recommendations, the following policy was recently announced: That markedly good men should be recommended for promotion to ₱2,600 after a full year of service; and at the end of two years to ₱2,800, although the limited number of positions does not always permit the recognition of meritorious service as promptly as it should be given. Principals of high schools with all the essential qualifications of training, fitness, and experience in the service, should have ₱3,000, and in a few exceptional schools even more. A few teachers in high schools who have had special university training to teach literature, languages, history, and science should after several years of service receive as much as ₱3,000; other high school teachers should receive less. The remainder of the higher positions at ₱3,000 and ₱3,200 should be filled by supervising teachers whose service has been long, arduous, and especially meritorious.

THE FILIPINO TEACHER.

A limited number of Filipino teachers are Insular teachers, appointed by the Director of Education, as a result of civil-service examination, with temporary Insular teachers appointed in the absence of regularly qualified appointees. Municipal teachers are appointed by division superintendents under regulations prescribed by the Director of Education, and are paid from municipal school funds. The former class was created to render assistance to certain municipalities whose school funds were lacking and also to make the teaching service more attractive by providing a limited number of positions superior in remuneration and tenure to those of the municipal service. On June 30 there were 282 under regular appointment. The mean salary for these positions is

about ₱600 annually; there were 83 drawing less than this figure and 113 drawing more than this figure. There were also 339 under temporary Insular appointment. Of municipal teachers there were last year 6,211 engaged, of whom 4,212 were men and 1,999 women. Filipino teachers have been segregated into two classes, regular and temporary; the regular are those who have passed an examination prescribed by the superintendent of the division and whose academic attainments in school efficiency are of recognized grade; temporary teachers are those who have not these qualifications and who receive not an annual salary but a monthly wage for the actual time in which they are engaged in giving instruction. The average salary for the entire Archipelago is ₱18.39 per month for men and ₱18.70 for women; for temporary teachers, ₱15.54 for men and ₱18.92 for women. In spite of the fact that the qualifications of teachers have risen steadily, this is actually a less average salary than was paid in 1904, when the average salary of men teachers was ₱20.76 and of women teachers ₱20.99. This is a reduction of salary to an amount insufficient to maintain a family and below the wage of manual labor in many parts of the Archipelago. The highest compensation paid in any division last year was in Manila, where the men were paid ₱72 per month and the women ₱67. The next is Bulakan, with ₱25.25 for the men and ₱25.65 for the women. In addition to Manila and Bulakan nine provinces paid an average salary to both sexes of ₱20 or a little better. In two provinces—Bohol and Ilokos Norte—the average compensation for both sexes fell a little below ₱10. The fact that on an average, and quite generally, women teachers receive a little more than men teachers speaks well for the character of their service. It is, however, in large part attributable to the fact that barrio school positions are filled by very young men, students just out of intermediate or high schools, who are induced to begin their service at a low rate of compensation. It would not be possible to secure teachers for the service were it not for the fact that they receive a training and education in general school subjects during their period of teaching, but after this training is secured and the teachers become really valuable they leave a service that promises so little. The time has come when the salary of municipal teachers will have to be put on a satisfactory business basis. An average compensation of at least ₱30 a month will be necessary. The attainments of these teachers are steadily rising. When it is considered that the great majority have received their entire academic instruction, as well as their professional training, since the American occupation, it is an important achievement to have produced over 6,000 teachers able to give primary and in some cases intermediate instruction in the English language. These teachers are graded for academic attainments in the same manner as school children, and carry on studies that are primary, intermediate, or secondary. From time to time they are required to

pass examinations as a result of which, and of their regular work, they are advanced in grade. Out of the total of 6,786 reported on (including 575 Insular teachers) 5,041 are classified as intermediate scholars. The class of teachers who have not yet completed the primary course is disappearing. While still found in a few provinces, it is probable that during the present year teachers with such slight attainments will be entirely dispensed with or graduated out of the primary studies, with the exception of certain teachers of arts and handicrafts, who are engaged not for their book knowledge but for their manual skill. Those in the intermediate course were classified last year as follows: Grade V, 1,881; Grade VI, 1,825; Grade VII, 1,335. There are 709 teachers pursuing secondary studies who are classified: First year, 619; Second year, 41; Third year, 38; Fourth year, 11. For the purpose of this examination of their attainments, Insular teachers have been included with municipal teachers. These teachers perform service as class-room instructors, as principals of intermediate schools, and as supervising teachers. In the last-named positions executive ability, fidelity to duty, and influence with the people of the community are requisite. How well Filipino teachers are suited by character and present attainments to fulfill this duty is an interesting and important question. As above stated, 70 are either serving as supervising teachers, assistant supervising teachers, or acting supervising teachers. It seems to be pretty thoroughly demonstrated that certain Filipino teachers are able to do this work as well as any one can. The Province of Albay reports one Filipino supervising teacher equal to any; Antiki especially recommends the work of two; Batangas reports three men of energy, force, and reliability; Misamis, at least one. Filipino supervising teachers are found in thirty out of thirty-eight school divisions, and in no case have these men been assigned to these positions without the approval of the division superintendent, which argues that their capacity is believed in and trusted to the extent of a trial. The city superintendent of Manila, however, states in his report:

The development of the Filipino teacher continues as the most serious problem at present existing in the city schools. The earlier entertained hope of rapid and consistent development up to an effective independent working standard finds only slight justification in developments to date. The position of those who formerly believed that in the Philippines teachers could be developed more rapidly than in the United States has become untenable and a normal rate of development is at present considered a very satisfactory standard of performance. It is found that a large number of Filipino teachers perform certain of their class-room functions in a very satisfactory manner; a smaller number are fairly good general class-room instructors, working however within limits of certain grades; a still smaller number, usually occupying principal's positions, possess some degree of administrative ability, always assuming, however, the existence of limitations which cause a halt before the point of independent operation is reached.

TEACHERS' INSTITUTES.

For the training of Filipino teachers, the daily or weekly training class conducted by the supervising teacher is still continued in a majority of provinces and towns. In some cases, owing to the size of districts or other disadvantages attendant upon this work, these training classes have been given up. In all provinces the annual normal institute is still adhered to. These are held at different times in different divisions, usually being set for the period of harvest when school attendance is low. There were thirty-five such institutes held last year with an average session of about five and a half weeks each. They were attended by 6,671 teachers and "aspirantes." In all of these institutes much emphasis was laid upon training in industrial arts and handicrafts. These institutes exert a very beneficial influence upon the teaching spirit, drawing together from different points the teaching force for a month of really hard and serious work, enlivened by concerts, receptions, dances, and excursions. The department of city schools of Manila, in place of an institute extending over a number of consecutive weeks, is able to give more extensive instruction by holding a daily teachers' school during most of the months of the school year. This school meets in afternoon session at the building of the Manila High School.

VACATION ASSEMBLY IN MANILA.

The vacation assembly, which on two previous years has been held in Manila for both American and Filipino teachers, was divided this year: that primarily for Filipino teachers was held in Manila at the Philippine Normal School, and that for American teachers and such Filipino teachers as wished to attend was held at Baguio, Benguet. The sessions at the Normal School in Manila convened Monday, April 20, and closed Friday, May 15. There were courses offered by 28 American teachers and 20 Filipino teachers. Besides the ordinary academic branches, these courses included music, primary busy work, gardening and agriculture, hygiene and sanitation, civics and Philippine history, woodworking, drawing, silk culture, a course in the care and decoration of schoolhouses and grounds, and instruction in primary industrial work consisting of weaving mats, baskets, fans, hats, weaving and spinning of cloth, dyeing and bleaching. Two excursions to outside provinces and numerous excursions about the city were made. The class in civics and Philippine history by special invitation, on two occasions, visited the Philippine Assembly and observed the work of that body. By arrangements with the Italian Opera Company about 300 teachers attended a special performance at the Grand Opera House. Two public addresses were given and on the closing session there was an address by the Hon. Sergio Osmeña, Speaker of the Assembly. A chorus of 80 teachers

was organized. There were 612 teachers in attendance, of whom 396 were male and 216 female, 3 were American teachers, 103 Insular Filipino teachers, and 506 municipal teachers. No teachers were admitted whose academic attainments ranked below Grade VI; 176 were of secondary grade, 18 graduates of the Normal School, and one a Government student returned from the United States. These teachers assembled from 33 different provinces, all school divisions being represented except Benguet, Oriental Negros, Nueva Vizcaya, Sorsogon, and Surigao. Pampanga furnished the largest number, 152; Rizal, 100; Bulakan, 73; Pangasinan and Cavite, each 41; Ilokos Sur, 32; Tarlak, 29; city of Manila, 23; Sambales, 16; Batangas, 15; Albay, 13; the other provinces a few each.

At the School of Arts and Trades, all the trades departments were kept in operation and a large amount of school furniture and equipment, including all needed by the School of Commerce, was produced. Teachers desiring to fit themselves in industrial work entered these departments at their option and continued as long as their means and leisure permitted. By such courses as these, great strides are made in the introduction of new subjects and new methods, and in awakening a spirit of professional interest in the teaching service.

THE BAGUIO TEACHERS' CAMP AND ASSEMBLY.

The decision to establish a teachers' vacation camp and hold an assembly in the mountains of Baguio, Benguet, was due in large measure to the urgent invitation of the governor of the province. Approval for the plan was given January 18. The arrangements for camp were very complete; 120 tents were purchased from military stores in the United States and 30 tents were manufactured in this city. Accommodations for 360 tenters were thus provided. The site is that chosen for the newly erected buildings of the Baguio Industrial School for Igorot boys, and consists of a little valley and surrounding slopes and knolls, well timbered with pine. Several small glades contain springs and are grown up with myrtle, tree ferns, and the striking tropical vegetation of these summits. The altitude of the camp is about 4,750 feet above sea level; the air is usually cool through the day and at night it may be surprisingly cold. It offers a decided change from the heat of the lowlands and coastal plains which is greatest at this season.

Tent floors were made by contract; water was piped from a spring about a half mile distant and a storage tank built from which a distributing system carried water under pressure to nearly all parts of the grounds; a bath house with facilities for hot as well as shower baths was provided; the sanitary arrangements were made as complete as possible.

A considerable amount of labor was expended in clearing the site, in building a graded road through the property, and in laying out paths. It was necessary also to drain the meadow at the bottom of the valley. Four assembly tents were put up for kitchen, dining, and storage purposes, and two other tents with wood floors for class-room purposes. A nipa and swali building which had been used in Manila for the school exhibit at the Philippine Carnival was transported to Baguio, set up there and used for assembly purposes at a cost of about ₱200. It was named the "Ramada." Special rates for teachers and other employees of the Bureau were obtained from the Manila and Dagupan Railway and the Jenkins' Transportation Company, which enabled the round trip from Manila to Baguio to be made at a cost of ₱28.25. A concession was given the Benguet Commercial Company to supply meals at the rate of ₱2.75 per day, or ₱75 per month. The camp was opened April 6 and closed May 30; it was attended by 217 adults and 24 children; the highest number in camp at any one time was 190. The vacation assembly opened on April 20 and closed May 15. Four lecturers were present from the United States. These were Prof. W. D. MacClintock and Prof. Frederick Starr, of the University of Chicago; Dr. Jesse D. Burks, Principal of the Teachers' Training School, Albany, New York; and Prof. Guy H. Roberts, of the University of California. Through the generous coöperation of the above-named institutions, the services of these gentlemen were loaned to the Bureau of Education without other cost than their travel and maintenance expenses. The list of regular courses offered was as follows: By Professor MacClintock, Shakespeare's greater plays, and literature in the elementary schools; by Professor Starr, general anthropology, and general ethnology; by Dr. Burks, genetic psychology, and present day educational tendencies; by Professor Roberts, the Government of the United States, and contemporaneous problems in government; by Dr. Bean, of the Philippine Medical School, heredity; by Prof. Manuel Gaytero, of the Bureau of Education, three courses in Spanish. These courses were given in the forenoons between the hours of 9 and 12. Two hundred and seventy-nine individuals enrolled in these classes, and the lectures were taken advantage of by a considerable number of visitors at Baguio who were not residents of the teachers' camp. By arrangement with the Constabulary Band, twelve morning concerts were given by that organization, and one concert by the Tenth Cavalry Band through the courtesy of the commanding general of the Philippines. Other camp recreations included camp fires, dances, and a "kanyao" by the Bontok-Igorot laborers, ball games, a field day, and numerous horseback excursions, several of these extending over a number of days. There were sixteen public lectures given by the members of the

faculty, a list of which is given below;¹ two lectures on experimental horticulture by Professor Petrelli, of La Trinidad experimental station, a number of addresses at the division superintendents' convention, including an opening address by His Excellency the Governor-General, an address by the Hon. Dean C. Worcester, Secretary of the Interior, and addresses by the visiting professors on the opening day of the assembly, and on the invitation of the teachers sermons on two Sunday evenings by Bishop Charles H. Brent and Rev. Dr. J. B. Rodgers. Under the leadership of Professor Starr, an anthropological conference was held lasting three days, from Monday, May 11, to Wednesday, May 13. The object of this conference was to arouse teachers to pursue ethnological investigations and contribute the results of their studies. On the first day the conference was addressed by Professor Starr on the subject of "What can and should be done;" on the second day Dr. Barrows gave "An Outline of Philippine ethnology;" on the third day a number of short papers were given: "The Ilongot," by Dr. Barrows; "The Gong Music of Mindanao," by Miss Elizabeth H. Metcalf; "Mendelian Heredity and its Relations to Man," by Dr. Bean; "The Dress of the Bagobo," by Miss Sarah S. Metcalf; "Some Survivals of Malay Customary Law in the Philippines," by Judge Lobingier; "Ilokano Superstitions and Practices," by Herbert M. Damon; and "Bisayan Proverbs," by George T. Shoens.

Through the coöperation of the Bureau of Printing, a daily paper—The Teachers' Assembly Herald—was published six times a week during the assembly. Twenty-seven issues were brought out, the final one containing important announcements relating to school work at the opening of the school year. This little periodical contained each day epitomes of the class-room instruction in the various courses and longer résumés of the public lectures given. It proved to be of very great assistance to the educational work, and as it was sent out to all teachers of the Bureau, to Government officials, and friends and educators in the United States, it is believed that it accomplished much in awakening interest in the

¹ April 21, Prof. Starr, "The Congo Free State;" April 22, Prof. MacClintock, "Whitman's Passage to India;" April 23, Dr. Burks, "The George Junior Republic;" April 27, Prof. Roberts, "The Reform of the English House of Lords;" Dr. Whitford, of the Bureau of Forestry, "The Forests of the Philippines;" April 28, Prof. MacClintock, "The Comic Spirit and Its Levels of Manifestation;" Dr. Whitford, "The Forest Products of the Philippines;" April 29, Prof. Starr, "Mexico as a Field for Folk-Lore Study;" Dr. Whitford, "Forestry in the Philippines;" April 30, Prof. Roberts, "The San Francisco Graft Exposure and Good Government Movement;" May 4, Dr. Bean, "General Principles of Heredity;" Prof. Starr, "The Hairy Ainu of Japan;" May 11, Prof. MacClintock, "Ibsen's Reform in Drama;" Dr. Burks, "The Theory of Evolution;" May 12, Dr. Bean, "Theories of Development and Heredity;" May 13, Dr. Bean, "Mendelian Heredity;" May 14, Prof. MacClintock, "Wordsworth's Doctrine of Joy."

assembly idea. Due to the high character of the instructors, the educational work of the assembly was admirable, equal in quality if not in scope to that given by any university summer school or "Chautauqua" in America. The opportunity for intellectual refreshment was eagerly embraced and the lectures were attended by practically all residents of the camp. The health and sanitation were excellent. The health officer of the province stated that in his opinion there was no case of preventable illness. There were several accidents, numerous cases of mountain diarrhea, but nothing to indicate the presence of infection. The life of the camp was most harmonious; not a single instance of improper conduct or disagreement between occupants of the camp was reported to the Director. It is impossible to praise too highly the work of the property clerk and the employees of his division upon whom rested the arduous and important work of installing the camp and caring for its needs. In spite of the large amount of property handled and issued to the occupants of the camp, and the further fact of a typhoon which did considerable damage in the latter part of May, the actual loss of public property aggregated only ₱31.53.

The annual convention of the division superintendents was held during the week beginning Monday, May 4. The convention was attended by nearly all of the superintendents of the Islands, and coming at this time, shortly before the opening of the school year, was found to be of especial value. Besides discussions of the school policy, it enabled the Director and First Assistant Director to take up with superintendents the needs of their respective divisions and make provision for them. The result is that no previous school year has ever opened with the same amount of intelligent knowledge of the needs of each division.

The actual cost of the camp and assembly is as follows: For permanent equipment, including tents, tent furniture and supplies, tent floors, plumbing materials, materials for bath houses, and all other unexpendable supplies, ₱37,886.95; for conducting the Assembly Herald, ₱1,225.68; for ambulance and team, ₱1,100.50; for transportation of supplies, ₱3,199.12; travel expenses to and from United States and maintenance in the Islands of the instructors, ₱2,827.42; travel and maintenance of office employees on duty in Baguio, ₱2,168.52; labor, ₱6,366.78, including the expense of clearing the grounds, building a graded road across the site, laying out paths, draining the valley, building a bath house, installing water system, remodeling tent floors, reconstructing the "Ramada," sanitation and care of the camp; a total of ₱53,774.97; purchased out of this sum is property to the value of over ₱41,000 on hand for subsequent occasions. This property is stored in the "Ramada" in charge of a bonded custodian. The only unpaid charges known to exist are the charges for one roll of tarred paper and return travel expenses to the United States of one of the visiting professors.

The advantages to the teaching force of a summer assembly of this kind are believed to be inestimable. Such gatherings bring about a personal acquaintance between directors, superintendents, and teachers that dissipate the misunderstandings that arise through the peculiar organization of the service; they promote the professional feeling and loyalty to the service, and they greatly stimulate the intellectual interests of all who attend. The opportunity offered by such an annual gathering for conference on questions related to educational, political, and social endeavor is important. The continuance of this assembly annually for a number of years would probably result in its becoming one of the most important educational institutions in the Islands. The practice of bringing instructors from abroad should be continued, and from time to time should include educators not only of the United States but of the adjacent countries of Japan, China, Indo-China, and the Malay Peninsula. In this way the benefits of comparative study and conference may be had.

DIVISION SUPERINTENDENTS AND THEIR WORK.

Each division superintendent has his office in the capital town of the province which constitutes his division. By the provisions of Act No. 447, his office is to be supplied and furnished by the province. In some cases this has been done very satisfactorily; in others the equipment is notably deficient. It is desirable that division superintendents spend a large share of the time in visiting and inspecting schools. The work of each supervising teacher should be intimately known to the division superintendent, whose visits should extend to every school in his division, even the most remote. The selection and promotion of municipal teachers rests with him and, while he may properly be guided in this matter by the advice of supervising teachers, the responsibility is his and he should have as close an acquaintance as possible with the character and service of municipal teachers. The division superintendent is clearly the important administrative officer of the Bureau of Education. He is in close touch with the people, and his knowledge of the province and its social problems is not surpassed by that of any other official. In many of the provinces the work of school inspection and visitation is arduous and, during the stormy season, perilous.

In view of the great importance of their field work, it is unfortunate that division superintendents are necessarily burdened with a really excessive amount of office work. In addition to the selection and appointment of municipal teachers, the division superintendent makes out the municipal school "presupuestos," or estimates, for submission to the municipal councils and he must approve all expenditures from municipal school funds. In some of the larger provinces with forty or more municipalities this in itself means the planning of the expenditure and the checking of disbursements to an amount exceeding ₱100,000, which alone is a matter of no small responsibility. There is also the

important work of school-building construction for which funds have to be provided, land titles registered, and frequently the construction overseen. There is a constant responsibility in adjusting differences and misunderstandings, and in handling cases of discipline. If a teacher's life or health is threatened, the superintendent goes to his relief; he has to accompany new teachers to their stations, install, instruct, and train them in their duties. The intermediate schools and the provincial high school are likewise subject to his immediate direction. The following reports have to be regularly prepared and submitted to the Director of Education: Each month, a general report of enrollment and attendance of all schools, a service report and an absence report of all American and Insular teachers; each quarter, a character and efficiency report of all teachers, municipal included, a report of property consumed; each half year, an efficiency report on clerical force, a report of school examinations and promotions; each year, a report of school work done in the division, report of school finances, report on the number and condition of school buildings, inventory of books and supplies on hand, and report on needs for ensuing school year, report on school gardens. His correspondence is large and must be kept up not only with teachers, but with provincial and municipal officials as well. He also audits and approves traveling-expense vouchers of supervising teachers and checks their monthly report of travel before forwarding them to the central office. All applications for leave of teachers pass through his hands. He is, moreover, a bonded officer and is responsible for all public property within his jurisdiction, including text books and every sort of public school supplies, which in some provinces amount to more than the sum of ₱100,000. Altogether his work is burdensome and there is no division superintendent who does not regularly work many hours of the day in addition to the prescribed hours of duty.

In the past clerical assistance for these offices has been deficient. Frequently it has consisted of a single clerk, formerly an American but now in every case but one a native of the Islands. A careful supervision of the division superintendents' work convinces me that the smallest divisions should have at least two Filipino clerks, one to be a bonded property clerk; the larger divisions, three clerks; and at least three divisions, four clerks each. These clerks should all be Filipinos, who are proving themselves more and more competent to fill positions of responsibility and to master the details of office organization. The present supply of office help is not adequate and should be increased in the next appropriation to the standard set above.

Appointment to the position of superintendent is made only from those teachers who have passed the assistant examination, the highest class of examination in the Philippine civil service. Salaries of superintendents vary according to their length of service and the responsibility of their positions. The present provision is as follows: Two positions,

at ₱6,000; three, at ₱5,000; two, at ₱4,800; eleven, at ₱4,500; six, at ₱4,000; seven, at ₱3,600; eight, at ₱3,200. As stated elsewhere, 35 of the 39 men filling the above positions, including two acting superintendents, were appointed to the education service in 1900 or 1901; in view of this long service, their exceptionally high character and ability and the responsibility of their work, their salary schedule should be somewhat improved. There should be a small increase in the number of higher paid positions and the eight positions at ₱3,200 should be raised to ₱3,600.

OFFICE OF THE DIRECTOR.

The personnel of the office consists of the Director, the First Assistant Director, and the Second Assistant Director of Education, 18 American clerks and 16 Filipino clerks. The division of administrative business between the Director and his Assistants is as follows: The Director handles personally all confidential matters and all matters bearing upon discipline, appointments, promotions, courses of study, choice of school text-books, and general matters of school administration and school policy. The First Assistant Director handles matter pertaining to the acquisition of school lands and buildings, plans of buildings, apportionment of building funds. The Second Assistant Director handles all matters referring to the districting of divisions, assignments of teachers, requests for school supplies, and purchase of other materials and textbooks. The plan for the three Directors is to so arrange their duties that one may be absent in the field inspecting school work.

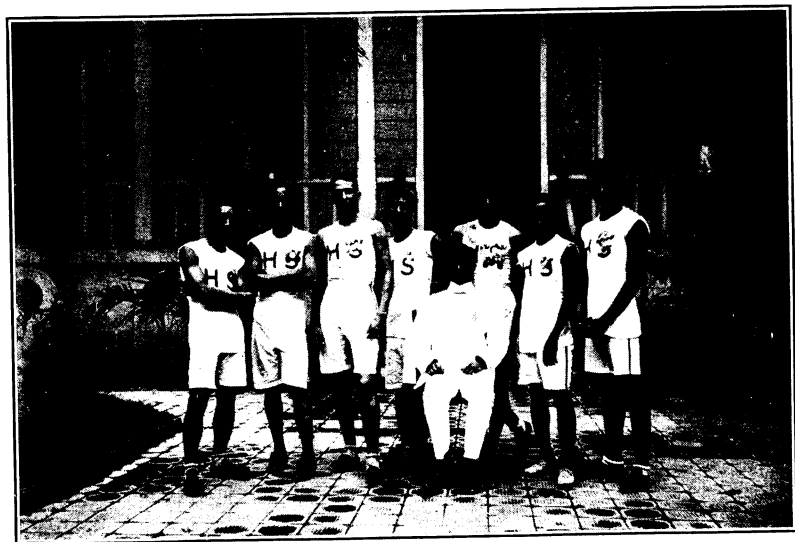
The office has the following divisions: Under the oversight of the Second Assistant Director, the property division; under the oversight of the chief clerk, the accounting division, the record division, the statistical division. The work of these divisions during the past year may be summarized as follows:

The accounting division has the responsibility for all disbursements of the Bureau, prepares all pay rolls, salary vouchers, draws all warrants, audits all expense vouchers, keeps the service reports of all employees, and the books of the Bureau. During the past year it handled 8,549 vouchers, about 7,000 of which required audit before being sent to the Insular Auditor. Of this number only three were corrected on account of disallowances by the Insular Auditor. The funds disbursed through this division in the last year aggregated ₱3,029,000. A ledger account is kept showing the expenditures for every sort of purpose, and a journal account distributing expenditures by provinces from which a ledger account is prepared and published in the annual report. The accounting division employs the services of four American and eight Filipino clerks, including the chief of the division.

The record division receives, files, cross references, and prepares card indexes for all correspondence passing through the office. During the



CAMARINES BASEBALL TEAM, APRIL, 1908.



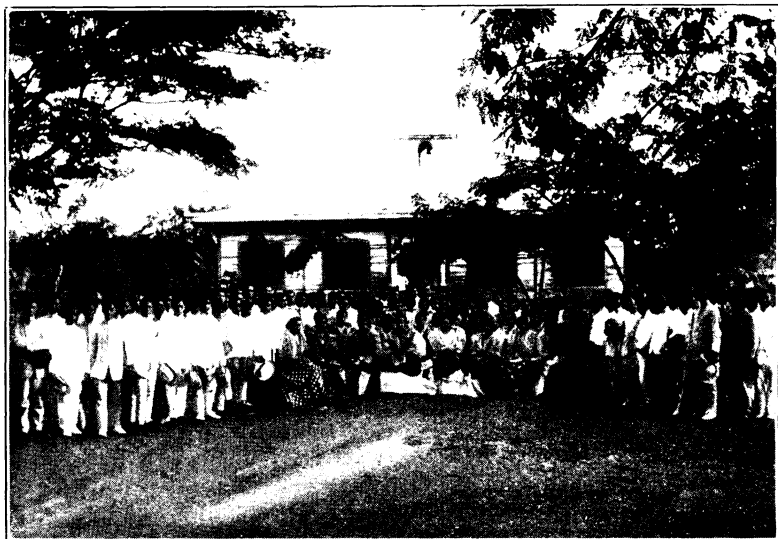
TRACK TEAM OF THE MANILA HIGH SCHOOL.



BASKET-BALL TEAM, MISAMIS PROVINCIAL HIGH SCHOOL, 1907-8.

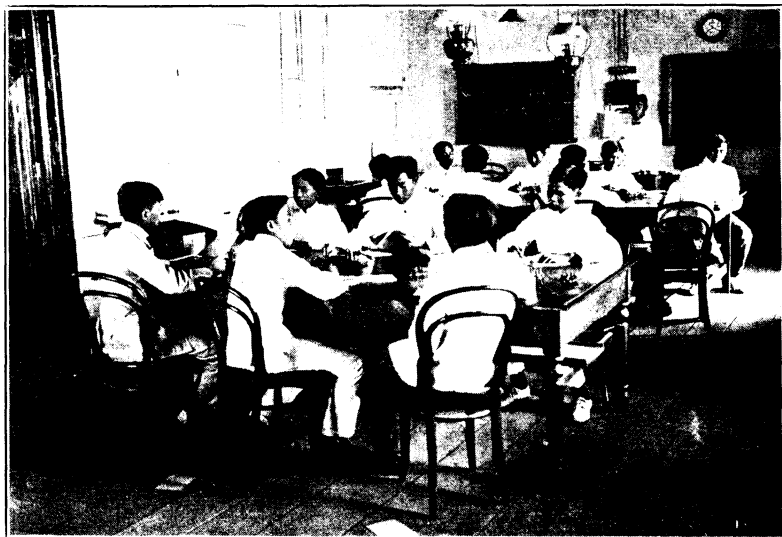


BOYS OF GRADE VI IN PHILIPPINE NORMAL SCHOOL PLANTING RICE.



THE TEACHERS' INSTITUTE OF THE PROVINCE OF BULAKAN,
DECEMBER, 1908.

One hundred and fifty-six Filipino teachers are in attendance; their academic attainments are from Grade VI to the second year of the high school, inclusive. Their subjects of study at the normal institute are arithmetic, Philippine history, geography, English and grammar, botany, algebra, rhetoric, methods of teaching, mat weaving, basketry, hat braiding and raffia work.



CLASS IN TELEGRAPHY AT THE PHILIPPINE SCHOOL OF COMMERCE,
MANILA.

This branch of instruction has been maintained since 1902, though it was formerly a branch of work of the School of Arts and Trades. It has graduated 83 young men, nearly all of whom are satisfactorily filling positions in the Bureau of Posts as postmasters and operators.

last fiscal year, beginning September 9, from which time an accurate record was kept, 38,247 separate pieces of correspondence were so recorded. The division employs the services of one American clerk, the chief of the division, and twelve Filipino clerks and typists.

The statistical division collects and tabulates all statistical data contained on the record forms of the Bureau and keeps check on the division superintendents to see that they submit these when due and as directed. It keeps the character and efficiency records of all teachers and the records of their training, education, experience, and past history. It collects and tabulates all data on provincial and municipal receipts and expenditures and prepares statements showing by school divisions for what purpose all expenditures are made from Insular appropriation. It tabulates and indexes the annual reports of division superintendents and performs a large variety of additional service bearing upon the necessary statistical work of the Bureau. One clerk, an American, is the only regular employee in this division.

The property division, as now organized, has four American and three Filipino clerks. The aggregate amount of property received and issued to the various divisions yearly approximates the value of ₱400,000, while the property in use in the schools and offices of the divisions totals over ₱2,850,000. For this property the division superintendents are responsible, but the accountable officer is the Director of Education. In addition to office work a traveling inspector of property visits divisions and checks records and property in the field as the necessity arises. A large amount of stock has to be carried in the bodegas of the central office. The last inventory, made December 31, 1907, showed property to the value of ₱283,003.74 and was the lowest inventory ever made. A saving in the expenditure of this division has been accomplished, notwithstanding that the regular property work has been augmented by the purchase and sale to municipalities of large numbers of industrial outfits, the sale of school books and supplies, and the recent change from the former property system to the new system which places all responsibility on the Bureau of Education for the proper accounting of school officers in charge of public civil property. This Bureau is understood to be the first one to install the new property system without assistance from the Insular Auditor. This task was begun after the completion of the returns for the quarter ending December 31, 1907, or about January 20. The change of great importance in the property accounting is the fact that no more returns are rendered to the Insular Auditor and neither are the certificates and affidavits covering property lost, stolen or consumed furnished that office, but the responsibility for relieving accountable officers for property of the bureau is centered in the Director of Education or his duly authorized bonded official. It is a duty of no small responsibility to pass upon and fix a satisfactory

adjustment of such losses as take place from time to time in property charged against various officials throughout the archipelago. From the experience which we have now had with this system, I am of the opinion that it far surpasses the old one from the standpoints of record and simplicity, but requires much labor to make its advantages apparent. For convenience in making cash disbursements the property clerk was designated disbursing officer on December 1, 1907, and since that date has paid out ₱64,148.63.

The office work of the Bureau is conducted in what is considered a reasonably satisfactory manner and with a maximum of economy. The Director knows of no way in which any part of the force could be dispensed with or more economically used. There has been a constant aim to train Filipino clerks and assign them to increasingly responsible positions with a consequent saving in the high salaries that must be paid to obtain good American clerical assistance. The process of substitution of Filipinos should go on as fast as is consistent with the efficiency of the office work but no faster. At certain times particularly during the first and last months of the school year the work is too heavy for the office force. The need however is not so much for an increased number of employees as for better salaries for several members of the office whose duties are very responsible and who are not paid a compensation equal to that provided in other Bureaus of the Government where no greater service is demanded.

COMPARISON OF SALARIES PAID TO AMERICAN AND FILIPINO EMPLOYEES.

The office system of the Philippine Government is largely an inheritance from the Military Government which preceded it. Its bureaucratic character and its large attention to office records and correspondence are a result of its antecedents. When the change took place in 1901, the civil Bureaus, as they were organized, availed themselves of American clerks who had been trained under the Military Government. There was an almost complete absence of skilled Filipino clerical help. It was found necessary in order to retain the services of these American clerks to pay them wages much higher than would be necessary in similar pursuits in the United States. The minimum salary of a competent American clerk has been about ₱2,400, and frequent promotions up to ₱3,600 have been necessary in order to retain the best of such men in the service. This condition is due to the living expenses for Americans which are somewhat high but still more to the fact that all Americans are disposed to regard their service here as only temporary, offering no stable career and involving the sacrifice of prospects in the United States. The work of American clerks has been indispensable for the prosecution of the Government business, and still is in a great degree, although continued advance has been made in the

training of Filipino clerks and the induction of these into office positions vacated by the voluntary resignations of American employees. In the preparation of these Filipino clerks the Bureau of Education has rendered a distinct public service. The Director of Civil Service in his Seventh Annual Report, page 8, states:

There has been a considerable increase in the number of Filipinos who entered and passed the second-grade examination in English, and a still greater increase in the number receiving appointment. The eligibles obtained as a result of this examination are trained principally in the public schools, have a good conversational knowledge of English, spell and read fairly well, and, as a rule, have a good knowledge of arithmetic and excel in penmanship. With careful supervision and training many of them in a few months develop into fair junior clerks and junior typewriters and some of them eventually do superior work. There is little doubt that the expenses of the Government could be further reduced in some Bureaus by employing more Filipinos to assist in carrying on the ordinary routine work.

As the substitution of Filipino clerks for American clerks is made, a serious question arises as to what compensation they shall receive. I think Filipinos generally feel that when a Filipino is appointed to a position previously held by an American, the full amount of salary paid the American should be given to him. This is to lose sight of the fact that the American is imported labor, serving under conditions that are temporary, and unwilling to serve except for a considerably higher salary than he would accept for equal service in the United States. As long ago as 1904 this bureau took the position that while Filipinos, as rapidly as their qualifications allowed, should be appointed to positions held by American employees, they should not expect the abnormal compensation paid to American or other foreign labor. The principle was advanced that the proper compensation for a Filipino in the Philippine Islands should at least be not higher than that paid to an American for the same class of service in the United States. This principle has been consistently adhered to in the Bureau of Education for the past four years, although it has resulted in the loss by transfer of many of its best Filipino employees, both teachers and clerks. The time has arrived when an understanding must be reached between all branches of the service and sanctioned by the supreme executive authority. The principle laid down by this Bureau for its own guidance has received the official indorsement of the Director of Civil Service and it is believed to be sound and worthy of general adoption.

Much more, however, is involved than mere economy of administration. The unduly high salaries paid to Filipino clerks, surpassing the wages obtainable in almost any other kind of employment, have produced a very unfortunate effect upon Filipino youths. A student or graduate of the public schools has before him the careers of clerks who have been rapidly advanced, sometimes by several successive promotions within a

year, to salaries of ₱2,400, ₱2,800, ₱3,200, and even ₱3,600. Inevitably the clerical occupation appeals to the student as that offering the largest opportunity and the greatest remuneration. It is idle to talk to boys about "the dignity of manual labor," the "advantage of pursuing trade courses," or of "engaging in agriculture" when they see youths of no greater academic training than their own obtaining such phenomenal rise in clerical positions under the Philippine Government. The policy of unduly high pay for clerks pursued by many branches of the Government has very seriously interfered with the efforts of the Bureau of Education to emphasize the value of industrial training and the dignity of such occupation.

SCHOOL BUILDINGS AND LANDS.

Under the Spanish Government, in pursuance of a plan for public instruction commenced about 1863, a primary school for boys and a primary school for girls was authorized for each pueblo. Buildings, in many cases, were durably constructed of stone. They usually consisted of one or two large class rooms with several small rooms for the accommodation of the family of the teacher. They fronted on the town plaza and their capacity varied from forty pupils to two hundred. Many of these buildings were destroyed during the insurrection and many others were occupied for military purposes, so that comparatively few were available when the public schools were reorganized in 1901. Practically all required extensive repairs—new roofs, new floors, and new doors and windows—before they could be reoccupied. In 1904, 534 of these buildings were in use in 374 municipalities; in 1905, the number in use had risen to 726; the present number probably is not in excess of this figure.

The primary school buildings put up under the American Government, may be roughly classified into two sorts—those constructed of permanent materials, stone, concrete, or hardwood, with iron roofing; and those built of "light materials," usually a wooden frame, with roofing, sides and partitions of "nipa" and "swali," the floors being either of wood or bamboo. The construction of buildings of permanent materials has been slow, but twenty-five or thirty have been erected in municipalities each year. Of light material buildings, 369 were completed and about 600 more undertaken in 1904. Most of these were erected in part through the distribution of rice purchased with Congressional relief funds and turned over to the Bureau of Education to be expended for schoolhouse construction. A large number of these buildings were destroyed in the disastrous typhoon of 1905, but the construction, commenced through the use of this rice, continued through the voluntary efforts of the people so that the year 1905 saw a total of 1,697 buildings put up under the American Government, of which 46 were of "strong materials," 269 of "mixed materials," and 1,382 of "light materials." In the same year a campaign was commenced to secure satisfactory high school grounds

and buildings, the matter receiving especial attention in the report of the general superintendent for 1904. This effort resulted in 19 buildings being erected in 1906 for secondary school use, and the beginning of the construction of 17 more, and in the erection or reconstruction of 2 buildings for intermediate schools at Indang, Cavite, and Bakolor, Pampanga. At the close of the year 1906, 2,454 primary school buildings were owned by the municipalities and of these 298 were constructed during that year.

The Insular Government has aided the provincial governments in the construction of high school buildings as follows: In 1904, by Act No. 1275, the sum of ₱350,000 was appropriated to be apportioned by the Director of Education, subject to the approval of the Secretary of Public Instruction, "for the construction of school buildings for intermediate and high school instruction and for the teaching of the useful arts and trades and applied sciences;" by Act No. 1580, passed in 1906, the sum of ₱300,000 additional was appropriated to the Bureau of Public Works, for the construction of schoolhouses in the provinces, it being provided that a sum not to exceed ₱50,000 thereof might be expended in the construction of an intermediate school in Manila; and by Act No. 1688, passed in 1907, ₱350,000 was appropriated by the Insular Government for schoolhouse construction, making a total of ₱1,000,000. The apportionment of this money has resulted in ₱945,295.70 more being provided or promised from local sources, a total of ₱1,945,295.70. This sum of money has been set aside for the construction of 33 central high school buildings, 36 intermediate school buildings, 28 arts and trades buildings, 4 agricultural buildings, 6 domestic science buildings, 1 group of industrial school buildings for Igorot boys, 5 dormitories, and 1 school of fisheries building; 38 of these buildings are constructed; 20 of them are now in course of construction; and 56 of them have not yet been commenced, the amount of local aid required not yet having been fully provided. The situation of high school plants at the present time is about as follows:

Albay has a new high school building completed, has plans for the construction of a shop building well under way, and has the construction of a dormitory under consideration.

Antiki has a high school building completed, and plans for the construction of a shop building well under way.

Bataan has a school building completed, in one part of which instruction in woodworking is given.

Batangas has a high school building completed, a shop building in course of construction, and is planning to construct immediately an agricultural school building.

Bohol has both a high school building and a shop building completed.

Bulakan has a high school building completed and a shop building in course of construction.

Camarines has plans well under way for the construction of both a high school building and a shop building.

Cavite has both a high school building and a shop building completed.

Cebu has both a high school building and a shop building in course of construction.

Kagayan has a high school building completed and a shop building in course of construction.

Kapis has a high school building completed and a shop building in course of construction.

Iloilo has both a high school building and a shop building completed, and has under consideration the construction of a large dormitory.

Ilokos Norte has both a high school building and a shop building in course of construction.

Ilokos Sur has two high school buildings, one at Bigan, and one at Bangued, and a shop building at Bigan, completed.

Isabela has a high school building completed, and the construction of a shop building is under consideration.

La Laguna has the construction of a high school building under consideration, and a shop building in course of construction.

Leyte has both a high school building and a shop building in course of construction. It also has under consideration a building for the teaching of domestic science and a large dormitory.

Mindoro has completed a high school building, a shop building, and a school dormitory.

Nueva Ecija has a high school building completed, a shop building completed, and an agricultural school building in project.

Nueva Vizcaya has a high school building in course of construction.

Occidental Negros has completed a high school building, a shop building, and has under consideration the construction of an agricultural building, and a large dormitory.

Oriental Negros has a high school building completed and plans well under way for the construction of a shop building.

Palawan has a high school building completed and a domestic science building in course of construction.

Pampanga has both a high school building and a shop building completed, one domestic science building in course of construction and another in project.

Pangasinan has under consideration, with the plans therefor well matured, the construction of a high school building and a shop building.

Rizal has completed a high school building, in the basement of which instruction in woodworking is given.

Romblon has completed a high school building and a domestic science building.

Samar has under consideration the construction of a high school building, and has plans well under way for the construction of a shop building.

Sambales has a high school building in course of construction.

Sorsogon has a high school building in course of construction, and plans well under way for the high school building at Masbate.

Surigao has completed both a high school building and a shop building. It has the means for constructing a building for the teaching of domestic science and has under consideration the construction of a large dormitory.

Tarlak has a high school building completed, and has plans well under way for the construction of a shop building.

Tayabas has a high school building completed, and has plans under way for the construction of a shop building.

Union has both a high school building and a shop building completed.

In all the above cases where buildings have been constructed for school purposes, or are in course of construction, the sites upon which they are located belong to the provinces.

Construction work, which is always a slow process, is in these Islands greatly retarded by the difficulty experienced in securing sites with registered titles. A long wait for a surveyor to survey the site and provide the requisite technical description thereof, is the common, and not the exceptional experience. Even after the necessary papers have been prepared, and application for registration has been made, a wait of months for the hearing in the Court of Land Registration is usual. No other one thing has delayed, and is delaying schoolhouse construction so much as the securing of satisfactory titles to school building sites.

Great delay has likewise been frequently experienced in the securing of plans from the office of the Consulting Architect, thus causing the people to become exceedingly impatient, and frequently prejudicing, to a considerable extent, the interests concerned. The making of such provision for additional help in the Architect's office as will make possible the furnishing of plans with reasonable promptness, will greatly facilitate construction work for this bureau.

Our present situation regarding intermediate school buildings, is as follows: We have 198 such schools, including 40 intermediate schools which are preparatory departments to the provincial high schools. The preparatory departments share the buildings of the high schools. Intermediate school buildings have been constructed at Lipa, Batangas; Indang, Cavite; Batak, Ilokos Norte; Iloilo, Iloilo; Cervantes, Lepanto-Bontok; Kuyapo, Nueva Ecija; Bakolor, Pampanga; Arayat, Pampanga; and Malabon, Rizal. All other intermediate schools are either held in rented buildings or in a part of the municipal school buildings set aside for that purpose.

Of municipal school buildings in addition to those of Spanish construction, a certain number of good central municipal schools have been erected. Among the best of these are the municipal schools at Pasig, Rizal; Mauban, Tayabas, Bakon, Sorsogon; San Fernando, Pampanga; Dagupan, Pangasinan; Tanawan, Leyte; Morong, Rizal; and Tuguegarao, Kagayan.

Few provinces have any considerable number of barrio school buildings of durable materials or of model construction. Ilokos Norte is perhaps an exception. Its division superintendent reports that every school is well housed. Many of these schools are built of hardwoods and are admirable. They were constructed very largely through the voluntary efforts of the people of the barrios, the local school revenues not admitting of such expenditures.

Since 1906 all schoolhouse construction built in whole or in part out of Insular funds is placed under the Bureau of Public Works to be carried

out in accordance with plans drawn by the Consulting Architect to the Commission. While this arrangement assures a better type of building and construction, the varied interests and large amount of business resting upon both the above offices occasion delays and frequently insufficient attention to the details of both plans and construction, especially in the matter of needful variation from type plans. In view of the great amount of schoolhouse construction that ought to be attended to within the next few years, the present arrangement can not be considered a satisfactory one and can only be made so by the establishment in the offices of the Consulting Architect and Director of Public Works of special divisions to devote their attention exclusively to school buildings.

THE AMERICAN CIRCULATING LIBRARY.

The past year has been the eighth since the organization of this library and the librarian reports the year to have been the most successful in its history, showing a greater circulation of books and a larger number of readers. A total of 5,672 membership cards were issued, of which 185 were yearly, 2,900 extra and 2,587 monthly, with 51 duplicates. The total receipts from subscriptions, fines, lost books and extra book cards for the fiscal year ending June 30, 1908, were ₱3,358.78, as against ₱2,588.68 for the fiscal year 1907. As the personnel and current expenditures are paid by appropriation, all amounts received from memberships are devoted net to the purchase of new volumes and magazines. Four hundred fifty-two volumes were added by purchase during the last year, and 227 volumes were received as gifts. There are on the stacks of the library 15,389 volumes and 9,093 in the storeroom. The total circulation of books for the year was 22,227. There are also ten traveling libraries which are sent out to the troops and garrisons outside of Manila and which contain 450 volumes. During the year the librarian has addressed and sent out 15,760 newspapers to American troops, Scouts, and Constabulary. These were contributed by friends in the United States. Boxes of reading matter are also placed on each transport going to the United States for the use of soldiers on the long voyage. The number of daily readers or visitors to the library averages 130, two-thirds of whom are Filipinos. The periodical room has been much enlarged and its files considerably increased. It now includes not only American and English periodicals and journals, but a few of the best periodicals in Spanish, French, and German. The library seems to fill a very useful place in the educational and intellectual life of the community, and promises to gain in general usefulness with each succeeding year.

As an adjunct of the American Library, a collection of Philippiniana was commenced some years ago. This collection is cared for in a room by itself and has a special curator. Some additions of rare books have

been made during the last year. The need of an adequate library of works bearing on the Philippines has been long apparent. In 1887 the Spanish Government by royal decree established in Manila the "Museo Biblioteca de Filipinas," by which there was formed a small collection of works, less than a hundred of them, bearing upon the Philippines. At the time of the American occupation this institution was housed in a building on Calle Gunao. The library suffered much but a considerable portion was recovered in 1900 by the Bureau of Education and at present is in its custody. The Government has now taken action by a bill passed in the last Legislature providing for the establishment of a public library of Philippines works and documents. The law provides for the appointment of a committee whose duty it shall be to bring together all books, letters, and documents relative to the Philippines and its history which may be in the possession of various Bureaus of the Government and provides a sum of money for further acquisitions. The opportunity still exists to establish here a notable library of Philippiniana, but the rapid rise in value of all such works is making the task more difficult and more expensive each year that it is neglected.

LEGISLATION.

From July 1 to October 16, 1907, the legislative power in the Islands was vested exclusively in the Philippine Commission. Subsequent to the latter date, the legislative authority has been vested in the Philippine Legislature, composed of the Philippine Commission and the Philippine Assembly. Under the first legislative period of the year acts passed affecting schools were as follows:

By Act No. 1665, the Province of Romblon was annexed to the Province of Kapis, except the Island of Maestré de Campo, which was annexed to the Province of Mindoro. This made advisable the suppression of the school division of Romblon and the union of its territory with the divisions of Kapis and Mindoro, respectively.

The appropriation bill for the year, Act No. 1679, was passed August 10. It provided a total of ₱3,510,000 for the Bureau of Education.

By Act No. 1688, the sum of ₱350,000 was appropriated for the construction of school buildings, including quarters for teachers in districts inhabited by non-Christian tribes, to be allotted by the Secretary of Public Instruction. The Moro Province was excepted from the benefits of this Act.

By Act No. 1695 the Internal Revenue Law of 1904 was amended so as to devote an additional 5 per cent of the internal revenue to the maintenance of free public primary schools in the municipalities, making a total of 10 per cent of these revenues devoted to education.

The revised Civil Service Law (No. 1698), contained numerous provisions affecting the service of teachers.

By Act No. 1706, making appropriation for the sundry expenses of the government of the city of Manila, ₱285,500 were appropriated for the department of city schools.

By Act No. 1727, making appropriation for certain public works in the city of Manila, ₱62,000 were provided for the construction of a public school building in the district of Tondo and for the purchase of a site.

By Act No. 1774 the time in which returning Government students may take the civil-service examination was extended two months.

By Act No. 1791 amendment was made to the provisions of the Municipal Code, providing municipal scholarships.

By Act No. 1795 compensation not to exceed 30 centavos an hour was authorized for payment of students in agricultural or industrial schools for work done outside of the school hours and not connected with the regular school work.

The sessions of the Philippine Legislature saw the passage of a number of Acts of importance to education. During the inaugural, the first, and the special sessions seventy-five Acts were passed by the Legislature. Of these beside the appropriation bill (Act No. 1873) eight deal exclusively or mainly with public instruction.

Act No. 1801, the Gabaldon Act, appropriates the sum of ₱1,000,000 for the construction of barrio school buildings. Instructions for proceeding in order to benefit under this law were issued by the undersigned in Circular No. 40-A, and later Circular No. 43 on registration of school sites. The sum of ₱250,000 is available for distribution this calendar year. The preliminary steps necessary to safeguard the erection of these buildings have delayed action by municipalities and up to date only three applications have been received and two favorably acted, on, viz, an allotment of ₱1,400 to Pulilan, Bulakan, for a two-room building to cost ₱2,100, and ₱2,000 to the barrio of San Joaquin, Arayat, Pampanga, for a building to cost ₱3,000. Plans for barrio schools of different costs and styles of construction have just been received from the Consulting Architect and are now being printed.

Act No. 1813 authorizes the Governor-General to convey either for consideration or by gift to any province or municipality "any land belonging to the Government of the Philippine Islands, together with the buildings and improvements thereon, on condition that the same shall be used only for public school purposes" with provision of reversion to the Insular Government in case of other use.

Act No. 1815 provides that loans or unexpended balances of loans to provinces or municipalities from the Insular Government may be canceled by the province or municipality setting aside from its general funds a sum not less than the total indebtedness canceled, to be expended in the construction of public schools, roads, bridges, or other public works, in the discretion of the provincial boards, subject to the approval of the

Governor-General. The Act further provides that action to this end shall be taken within ninety days after the passage of the Act. Such action, if approved by the Governor-General, shall not be altered or repealed.

On the 28th of last June, letters were addressed by the Acting Director of Education to division superintendents of all provinces which were known to have debts to the Insular Government, and superintendents were advised to take the matter up with the provincial boards. So far as is known, five provinces took action benefiting school construction. These five provinces are Batangas, Bataan, Nueva Ecija, Kapis, and Tarlak.

Act No. 1829 provides for giving in municipalities and especially in the barrios, "popular civico-educational lectures" in any of the dialects of the locality. The Act contains a considerable number of details and can not be briefly described. It will be made the subject of a special announcement of this office in which a list of such lectures will be prescribed and instructions issued relative to the designation of teachers or citizens of the pueblos to give these lectures. Prepared articles to form the basis of such lectures in some cases will be issued by the Bureau. These will be translated into the dialects for public delivery.

Act No. 1857, the Teachers' Scholarship Act, authorizes the Director of Education, subject to conditions prescribed by the Secretary of Public Instruction, to open courses for the superior instruction of municipal or Insular teachers who shall be appointed to scholarships not less in value than their salaries or a sum of ₱40 monthly at their option. The appointment of these teachers shall be made by the division superintendents among those teachers, male or female, who possess the best qualifications to receive the superior instruction provided. Teachers so appointed must sign a contract to teach for a period equal to that enjoyed by them in study.

Act No. 1858 is an Act amending the Municipal Code (Act No. 82) in section 40, subsection (1), paragraph 2. The amendment provides that in addition to pupils who have satisfactorily completed the intermediate course of instruction and are not less than 17 nor more than 30 years of age, municipal or Insular teachers of the municipality, who have held office for two consecutive years, shall be eligible for appointment as special municipal students in the Philippine Normal School, School of Arts and Trades, School of Agriculture, or other Insular School.

Act 1866, the Boiles Act, appropriates the sum of ₱75,000 for payment of salaries of teachers during the present school year "in barrio schools, which, on account of the precarious conditions of the municipalities to which they belong, it has not been possible to open, or are about to be closed for like reasons." The Act limits the barrios which may enjoy this assistance to those which guarantee, by means of a certified report of the division superintendent, a daily average attendance of at least sixty

students, and also the existence and maintenance of good highways or communications to facilitate the access of children to schools at all seasons of the year. Barrios within 2 kilometers of a public school, either central or barrio, shall have no right to the benefits of this Act. The municipality shall make application for the salary of this barrio teacher, through the division superintendent, to the Director of Education who shall make provision for the appointment, with the approval of the Secretary of Public Instruction. The salary shall not be less than ₱10 nor more than ₱20 per month. If a barrio is not able to furnish a daily average attendance of sixty students, with the approval of the Director of Education, the division superintendent may unite two or more barrios for this purpose. This Act recognizes the fact that the financial provision for primary schools is inadequate, and it is hoped that it is a first step toward making a more suitable provision.

The insufficient revenue for public primary schools is discussed elsewhere in this report. Here it may be mentioned that two measures were advocated during the sessions of the Legislature to meet the need at least in part. One was the Boiles Bill, which provided originally for ₱400,000; and the second was a provision for ₱500,000 included in the annual estimate for the Bureau of Education, to be apportioned to municipalities for primary school purposes on the basis of actual school attendance. Both of these measures were approved by the Philippine Assembly, but in the conference committee with the Philippine Commission, the amount appropriated by the Boiles Bill was reduced to ₱75,000 and the entire amount of ₱500,000 for apportionment to municipalities was stricken out.

Act No. 1870, the University Bill, provides that the Governor-General may establish in the city of Manila, or at the point most convenient, the University of the Philippines. The government of the university is vested in the Board of Regents, comprised of the Secretary of Public Instruction, the Director of Education, the Chairman of the Committee on Public Instruction of the Philippine Assembly, the president of the university, and five additional members to be appointed by the Governor-General, by and with the advice and consent of the Philippine Commission. The Board of Regents is empowered to establish the usual university colleges, one of which shall be the Philippine Medical School now entering upon its second year. The sum of ₱100,000 is appropriated to be expended at the discretion of the Board of Regents for the establishment of a college or colleges authorized by the Act. While the University of the Philippines will be an educational institution separate from the Bureau of Education, governed by its own Board of Regents, its establishment is a matter of such great importance to all interested in education that it is mentioned here. It is believed that its organization will greatly stimulate and solidify the instruction of the public high schools. This present year there are over one hundred students pursuing the fourth

year of the high school course. Next year many of these students will desire to continue their studies either for a bachelor of arts degree or for professional degrees.

Act No. 1873, the general appropriation bill, appropriated the sum of ₱3,300,000 for the general expenses of the Bureau of Education. The Act made a very few changes and increases over the provision previously made. The readjustment of salaries of American teachers, which had already been made by executive order on the recommendation of the Director of Education, fixes the total number of these positions at 795. Sixty additional Insular Filipino positions have been created, ten at ₱840, twenty at ₱720, and thirty at ₱600.

Reviewing this legislation as a whole, it will be seen to be of great prospective benefit to the public schools. Distinct encouragement should be felt, moreover, in the friendly attitude and confidence expressed by the members of the Assembly for the work of public instruction. While the system of school finance, as above stated, is still far from adequate, from the legislative standpoint the public school system is more nearly complete.

ADDITIONAL LEGISLATION NEEDED.

On two points, however, additional legislation is seriously needed. These two matters are an adequate financial system especially for primary education and a compulsory school law. The first matter will be taken up in the discussion of school finance, which is treated in the succeeding section of this report. Attention has already been called to the fact that the conditions of school attendance are not satisfactory nor are they just to the child. A deeply rooted expectation on the part of the common people, that a child should get his education in about a year, stands in the way of parents' sacrificing the benefit of the child's services to keep him in school long enough to complete the primary course; yet this minimum of education it is the child's right to receive. The enactment of a compulsory school law is recommended. It may, if preferred, be a local option law authorizing municipalities to pass ordinances requiring the attendance upon school of all children not younger than 8 years nor older than 15 years who have not already completed the primary course of instruction, provided that there is a public school within a reasonable distance of their homes and provided further that the child is not a regular attendant upon a private school. A provision of this kind would not interfere with private schools, but as the instruction in the majority of these can be completed in from one to one and a half years, the child would be obliged to attend a public school after the completion of the private school, unless he had obtained a training equal to that of the primary course. The Act should also authorize the appointment of special truant officers appointed by the division superintendent and payable out of municipal funds.

THE FINANCIAL SUPPORT OF SCHOOLS.

INSULAR APPROPRIATIONS.

Money provided for public instruction is of three sorts—Insular, provincial, and municipal. An Insular appropriation for the Bureau of Education pays the expenses of administration and supervision, the salaries of American teachers and of Filipino Insular teachers, cost of text-books, school equipment, tools and machinery, expenses of schools for the education of non-Christian peoples, for the support of students in the United States, and other expenses. The amount appropriated for the Bureau of Education for the last fiscal year was ₱3,510,000; to this amount must be added ₱85,951.14, the unexpended cash balance remaining to the credit of the Bureau at the close of the preceding fiscal year which was available for the payment of outstanding obligations chargeable to that year, and ₱33,598.42, received during the year from the sale of books and other school supplies; making a total of ₱3,629,549.56 available for expenditure. Expenditures have amounted to ₱3,402,119.59.¹ These expenses are distributed under the following items: Salaries, regular American teachers, ₱1,652,793.14; American temporary teachers, ₱160,203.82; regular Insular teachers, ₱162,366.86; temporary Insular teachers, ₱103,781.02; division superintendents and their clerks, ₱176,331.63; miscellaneous salaries and wages, ₱37,060.35; total for salaries in the field, ₱2,292,536.82; traveling expenses of division superintendents, ₱28,978.58; of supervising teachers, ₱40,304.31; of other teachers, ₱15,017.85; travel of employees to and from the Philippines, ₱101,967.29; total of travel expenses in the field and to and from the Philippines, ₱186,268.03; schools for non-Christian peoples, ₱42,922.31;² students in the United States, ₱204,747.03; expenses of general office including salaries, wages, and travel expenses, ₱115,825.84; the American Circulating Library, ₱13,669.95; text-books, supplies, and industrial equipment, ₱454,354.21; miscellaneous expenses, ₱91,795.40.

By the current appropriation bill (Act No. 1873) ₱3,300,000 is provided. This sum will probably be adequate for the expenses of the current year but provision should be made in the future for a slight increase in the number of American teachers and a considerable increase of Insular Filipino teachers, a few additional Filipino clerks for the offices of division superintendents, a sum for the conduct of night-school classes,

¹ These expenditures cover unpaid accounts of the preceding fiscal year, and for this reason will not agree with the Auditor's figures, when they are published, as these are for the fiscal year solely and are compiled after all accounts are in and have been settled. A balance of ₱227,429.97 remained on hand on June 30 to meet outstanding obligations for the fiscal year 1908, including among other items, books, supplies, and school equipment purchased but not delivered prior to July 1, 1908.

² Amount advanced to provincial treasurers for the support of educational work among non-Christian peoples. These moneys have not yet been fully reported upon but it is known that they have been expended or in part.

and, what will presently be more fully discussed, a sum to be distributed among municipalities on the basis of school attendance for the assistance of primary school revenues. The sums spent by the Insular Government for education in preceding fiscal years have been as follows: In the fiscal year 1907, ₱3,112,540.24; 1906, ₱2,880,047.68; 1905, ₱2,402,733.46; 1904, ₱2,488,192; 1903, ₱2,801,126; 1902, ₱2,388,762; and 1901, ₱466,822.

PROVINCIAL SCHOOL FUNDS.

The second class of school revenues are funds appropriated or otherwise secured by the provincial governments. These are used mainly for the construction, rental, and care of provincial school buildings. Salaries of instructors in these institutions and school supplies are at present provided by the Bureau of Education in pursuance of a policy adopted in 1904. During the last fiscal year, provincial school funds aggregated ₱377,729.86, of which ₱189,854.87 were appropriations from general provincial funds, ₱67,331.68 was aid given by the Insular Government, ₱5,085.35 voluntary contributions, ₱3,314.29 receipts from other sources and ₱112,143.67 was a balance from the fiscal year 1907.

The province which led all others in provision for secondary school funds was Pampanga, which from several sources had a total of ₱67,703.11. The next was Leyte with ₱45,459.95, then Cebu with ₱40,226.25. The above total of provincial school funds is a larger sum than has been available in any previous year; in 1907 the amount was ₱307,780.86; in 1906, ₱225,159.44; and in 1905, ₱79,918.40.

The sum at present being devoted by provincial governments to school purposes, however, appears to be less than 6 per cent of their income. Figures are not yet available for the fiscal year 1908, but for the fiscal year 1907 the ordinary revenues of all provinces, excluding the Moro Province, amounted to ₱1,986,040.97; miscellaneous receipts, derived in large part from the Insular appropriations and including the payment in lieu of the land tax, suspended, ₱1,473,398.01; or a total revenue for the year of ₱3,459,438.98. Supposing the provincial income to be approximately the same figure for the last year, the sum of ₱189,854, or the amount appropriated for school purposes from provincial revenues, would be but 5.4 per cent of the total.¹ Moreover, the expenditure last year of ₱377,729.86 was induced and in part provided by the offer of Insular funds apportioned by the Secretary of Public Instruction in

¹ The total provincial funds available for disbursement by provincial boards during the fiscal year 1907 was a much larger figure than the above, viz, ₱5,285,318.15 (exclusive of the government of the Moro Province), but this includes a large balance of ₱1,825,949.17 resulting from the fiscal year ending June 30, 1906.

These calculations are made from figures given in the Report of the Auditor for the Philippine Islands for the fiscal year ending June 30, 1907, Part II, pp. 85 to 88; the figures for the Moro Province which have been deducted are found on pp. 52 and 53.

accordance with Acts Nos. 1580 and 1688, which apportionments in nearly every case were allotted on condition of a certain amount being provided locally. Without the inducement of such Insular aid (and the funds provided by the Insular Government have now been entirely expended or allocated), so large an appropriation by the provincial governments can not hereafter be expected. Yet it is essential that a known and steadily growing income, even though small, be assured, not only for conduct and equipment of provincial high schools, but for the development of the system of intermediate schools which are greatly needed and at the present time are without definite sources of income.

For these reasons it is recommended that legislation be enacted reserving a certain proportion of provincial revenues for a special provincial fund for high schools and intermediate schools; appropriations for this fund to be made by provincial boards on the recommendation of the superintendents of schools. As stated above, this fund need not be greatly in excess of the total sum supplied last year, but it should be certain, it should exist in all provinces, and it should be so laid as to gradually increase with the growth of revenues.

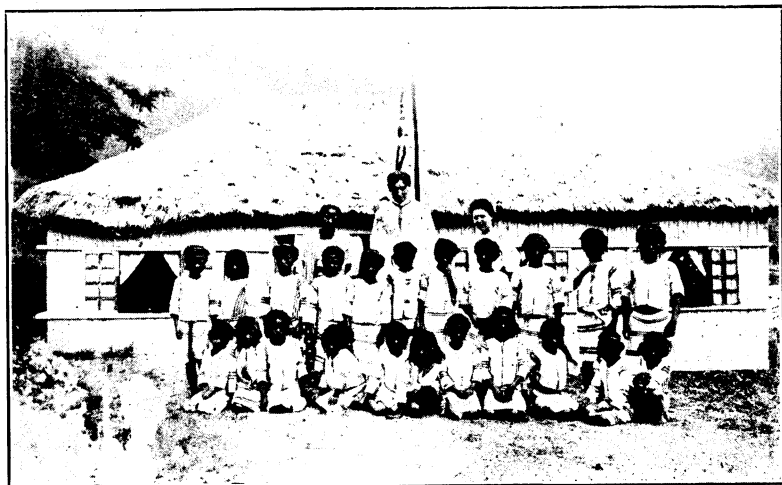
The plan recommended is the segregation of two-fifths of that portion of the cedula tax now accruing to provincial treasuries. The cedula tax in round figures amounts to ₱1,600,000, of which one-half goes to the municipalities and one-half to the provinces. Two-fifths of the latter sum would supply a fund of ₱320,000 annually, and it is believed could be segregated without embarrassment to the provincial governments. It would leave for other provincial purposes three-fifths of the cedula tax and all other revenues including the large sums received from the provincial proportion of the land tax and the 10 per cent of the internal revenue collected by the Insular Government. The ₱320,000 falling to school funds would provide such a populous province as Cebu with about ₱20,000 annually, or Pangasinan with ₱16,000; a typical province like Pampanga with ₱8,000; a small province like Bataan would not receive over ₱2,000 annually, but such a sum would after several years become adequate for the erection of a high or intermediate school building, and would enable the Bureau of Education to plan with certainty for the opening of such a school.

MUNICIPAL SCHOOL FINANCES.

Insular and provincial school revenues are, however, in a fairly satisfactory condition compared with the deplorable inadequacy of municipal school revenues. The Municipal Code (Act No. 82), enacted January 31, 1901, provided a municipal school fund for the conduct of primary instruction to be raised by the collection of a land tax of one-fourth of 1 per cent upon all assessable property. It was further provided that the municipalities might increase this tax to one-half of 1 per cent and that they might, out of their general revenues, contribute by appropriation to school funds.

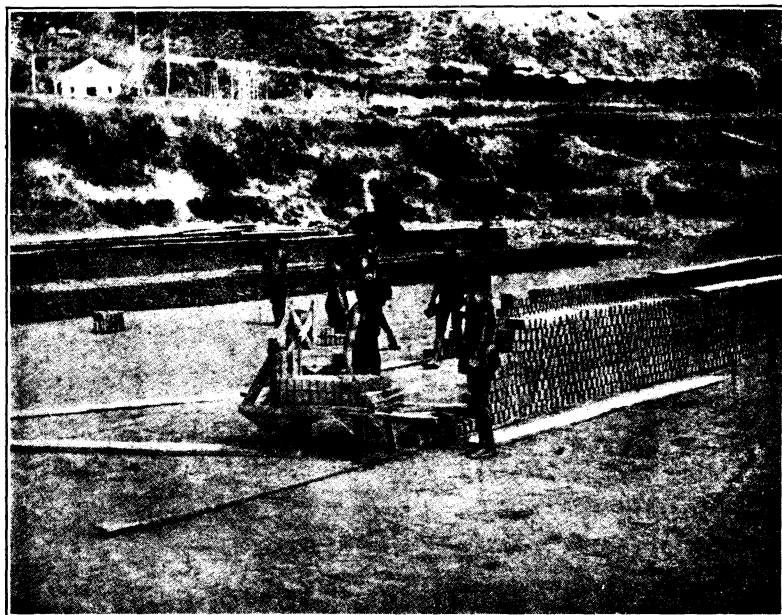


THE DORMITORY BUILDING OF THE IGOROT BOYS' SCHOOL AT BAGUIO,
BENGUET; COMPLETED, 1908.



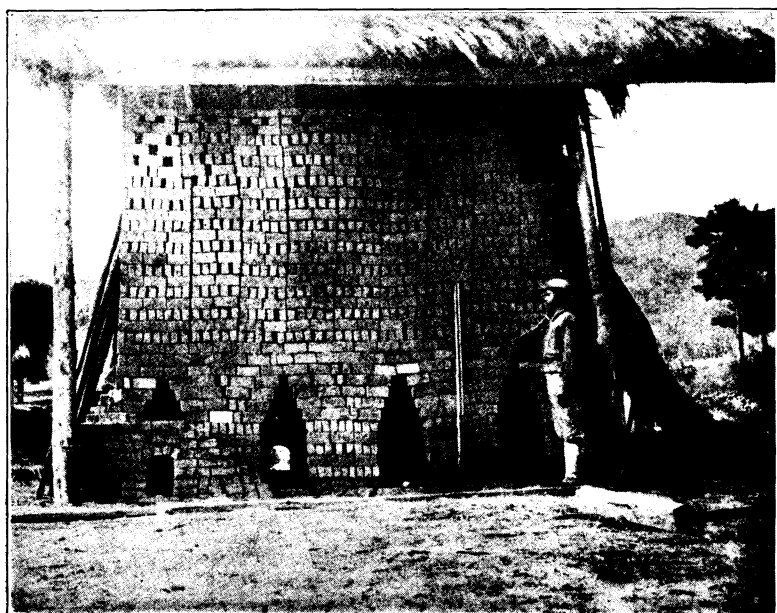
SCHOOL AT BONTOK FOR IGOROT GIRLS.

Their clothing was made by themselves of homespun Ilokano cloth. These little girls are lodged in the building in the rear, where they sleep, work, sew, and study. A smaller building with brick floor is used as kitchen and dining room.

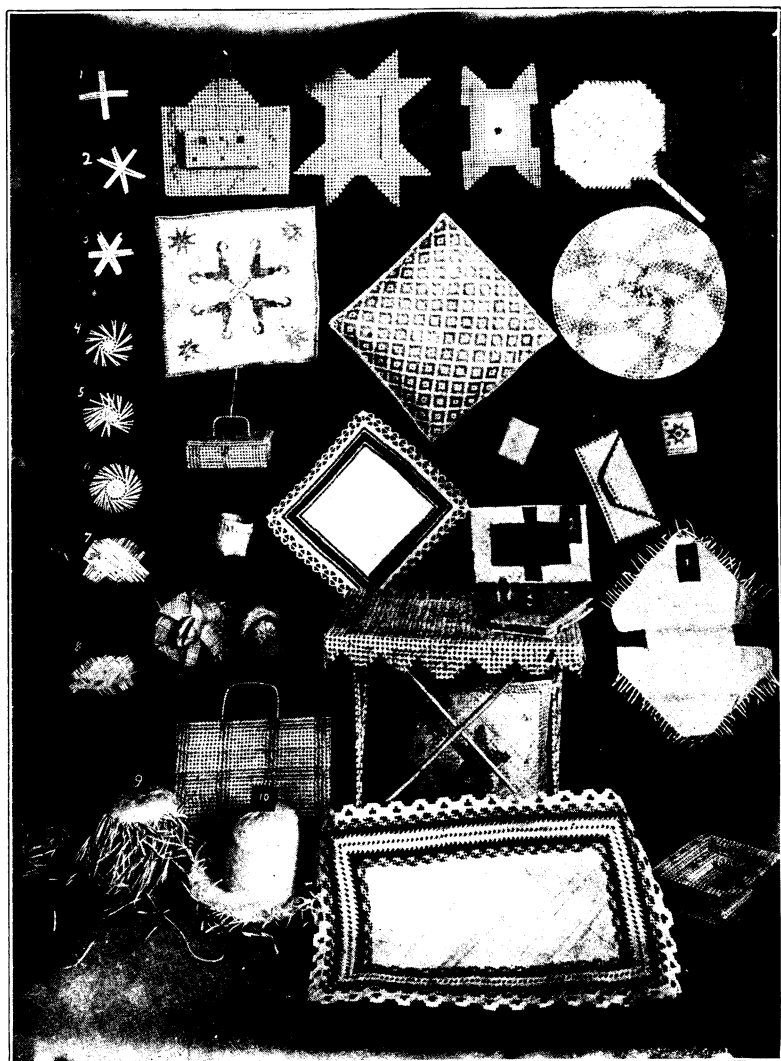


MAKING BRICK AT BONTOK FOR THE IGOROT INDUSTRIAL SCHOOL.

Mr. Early, the American teacher, is an experienced brickman, and, utilizing almost entirely Igorot labor, he has made and burned 130,000 bricks. The pine forests of Bontok have largely been cut away in the vicinity of the towns, so that lumber is scarce. It is believed that the use of brick may be introduced among the Igorot, especially for the floors and sides of their houses, with excellent results.

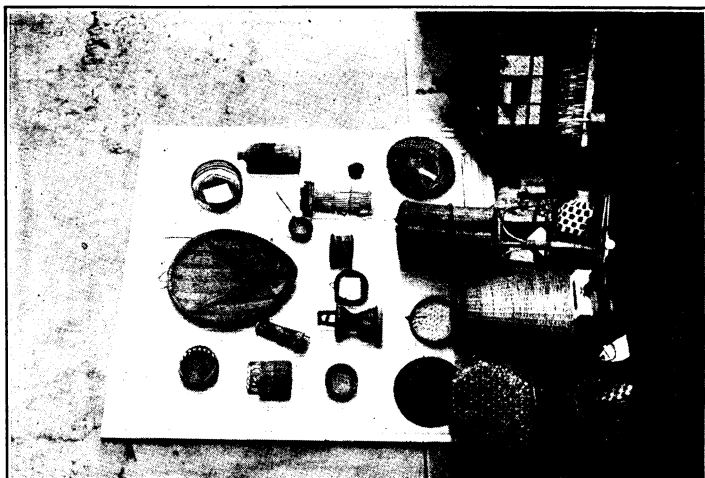
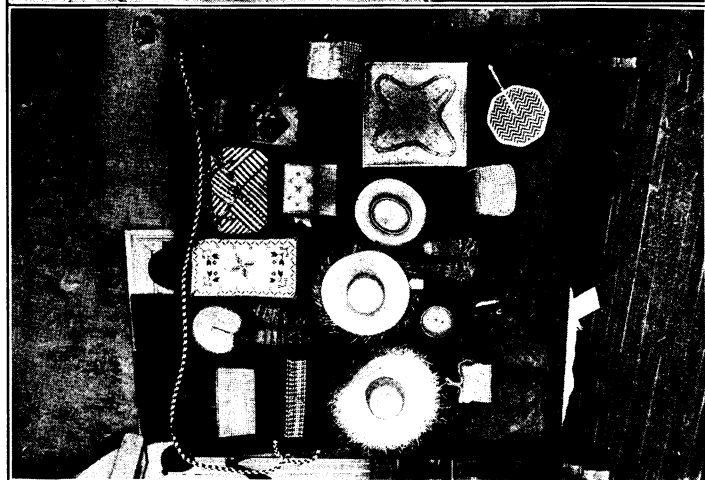
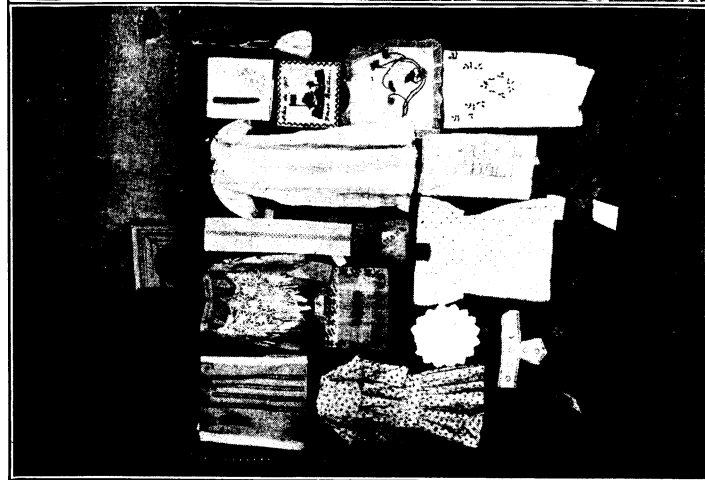


BRICKS FOR THE INDUSTRIAL SCHOOL AT BONTOK, MADE BY IGOROT.



ARTICLES MADE EXCLUSIVELY OF BURI, AT NORMAL INSTITUTE AT
OROQUIETA, MISAMIS, AUGUST, 1908.

Wallpocket; picture frames; fan; cushions; small sewing basket; cigarette case;
book covers; small mats; small basket; small hats; full size hat; book satchel;
table; card basket, etc. Set of models illustrating steps in braiding of hat.



PRIMARY HANDIWORK INCLUDING SEWING AND THE MAKING OF CHILDREN'S GARMENTS.

In the second picture the work includes mat weaving, basket making, hat braiding, sandals, fans, and bags; the material in the main is buri. The third picture shows a variety of objects—baskets, waste baskets, clothes baskets, stools, etc., made from bamboo.

During the fiscal years of 1902 and 1903 school funds were badly administered, due largely to the demoralization that attended municipal government during these years of pestilence and disorder. In 1903 an arrangement, which originated in Bulakan by an understanding between the provincial treasurer and the school superintendent and gave the superintendent control over municipal school expenditures, was made generally effective throughout the Archipelago. Under this arrangement municipal school finances were rapidly organized and put upon a satisfactory basis of expenditure. They have since that time been admirably handled. They have, however, been made very uncertain and subject to shrinkage by changes of legislation. For the fiscal year ending June 30, 1905, the amount of municipal school funds in Christian provinces was ₱1,797,547.67, of which the land tax yielded ₱960,269.65; appropriations made by municipal councils from their general funds, ₱451,438.79; loans from general fund, ₱15,106.58; from 5 per cent of the internal revenue which first became available that year, ₱114,193.23; and from receipts from all other sources including balance on hand July 1, 1904, ₱256,539.42. Considering the unsatisfactory condition of school funds in previous years, this was an encouraging showing. It appeared that school revenues might steadily improve and keep pace with growing needs. It is significant that in that year there were voluntary contributions to the value of ₱232,998.32, and that a large number of municipalities voted to increase the one-fourth of 1 per cent to three-eighths or one-half of 1 per cent and devote the added tax to schools. But these encouraging prospects were frustrated by the suspension of the land tax for the fiscal year 1906. To take its place an Insular appropriation was made equal to the amount afforded by the land the previous year, but in 1907 the land tax was again suspended and only 50 per cent of the amount previously raised appropriated to municipalities from Insular funds. This made the school year 1906-7 one of exceptional difficulty. In the previous year there had been expended for municipal school purposes the sum of ₱1,364,130.40, but the total expenditures for the fiscal year 1907, in spite of the growth of schools and the increased demand for instruction had to be kept down to an actually less figure—₱1,359,702.05—and even to expend this sum it was necessary in a large number of cases to draw upon balances hoarded from previous years for permanent school construction. The last Insular fiscal year has seen the land tax in part renewed upon the basis of a new and undoubtedly more equitable property assessment, but provincial boards have now authority to suspend its operation. Owing either to partial suspension, the new assessment, or unknown causes, the land tax has yielded for schools the past year only ₱460,257.02, or considerably less than half the amount it afforded in 1905. The balance of municipal school revenue has been furnished by the internal revenue, increased by

5 per cent by Act No. 1695, amounting to ₱499,578.11; appropriations by municipal councils out of general funds, ₱487,753.11, of which ₱285,500 was for the city of Manila, being the entire school revenue for that division; donations in money ₱32,661.23; other sources of income, ₱35,722.53; making a total of ₱1,515,972.00. The balance on hand July 1, 1908, at the end of the first half of the municipal fiscal year was ₱902,158.54. These figures do not include the Province of Benguet, whose schools were supported wholly from Insular funds.

During the past fiscal year, expenditures for municipal schools, exclusive of Benguet, amounted to ₱1,447,261.42. Of this sum ₱1,124,-568.51 was expended for teachers' salaries; ₱134,934.78 for repairs and construction of school buildings; ₱37,513.57 for school furniture; rents of school buildings and incidentals, ₱150,244.56, of which amount ₱63,784.51 was expended by the city of Manila, mainly for the rental of school buildings. There were outstanding indebtednesses not yet settled aggregating ₱60,780.38, and a balance on hand of ₱910,088.74. The largest balance was in the Province of Pangasinan, whose towns had in their treasuries for school purposes at the end of the first half of the municipal fiscal year, ₱80,940.31; the next is Bulakan, ₱71,702.30; and then follows La Laguna with ₱68,395.65 and Sorsogon with ₱66,239.75.

There promises to be little satisfactory increase by natural development in these revenues, while it has been shown earlier in this report that, according to the careful estimates of division superintendents, to sustain a general system of primary instruction for all the Christian population of the Islands, 5,000 primary schools and 8,200 teachers are needed, requiring an annual salary expenditure of at least ₱2,800,000, and a total annual municipal school expenditure for primary schools of at least ₱3,000,000. With this sum provided, the large and high purposes of giving the entire population a primary education, of dispelling illiteracy, of training a nation for social and industrial efficiency, can actually be realized within a short space of years. Compared with this need of a municipal school fiscal system, all other educational needs are secondary. The present municipal school revenue is barely more than half sufficient. Roughly speaking, its three present sources—land tax, internal revenue, and appropriations from general municipal funds—can be depended on to yield only about a million and half pesos. Where is the additional million and a half of pesos to come from? By recent legislation the sum of ₱4,750,000 has been provided for rural roads and bridges during the present fiscal year; it ought to be possible to provide ₱3,000,000 annually for a system of primary instruction which is already thoroughly organized, able to economically apply every additional dollar provided, and thoroughly supported in all quarters by the Filipino people themselves. Consequently I offer no apologies for

proposing the following financial plan for making municipal school funds what they should be. New taxes can scarcely be laid on the people, but a fair proportion of recently laid taxes can and should be made available for school purposes. By Act No. 1652, enacted May 18, 1907, the provincial board of any province is empowered to provide for the collection of one additional peso cedula tax, for the "road and bridge fund." It is recommended that this additional tax wherever laid be divided equally with the municipal school fund. The levy of this tax makes unwise the imposition of any additional local tax, and the sum of ₱1,600,000, which it yields, is adequate local assistance both for the improvement of roads and for schools, if it is generally and regularly contributed, and finally, it will hereafter be found to be much easier to secure the general adoption of this tax if it is divided with schools. Legislation providing for this change should be so framed as to bring the next municipal fiscal year beginning January 1, 1909, within its provision.

In addition to this income, voted and raised locally, a nearly equal sum should be provided by the Insular Government and apportioned to municipalities on the basis of school attendance. If necessary, the appropriation for the Bureau of Education could be slightly reduced in certain particulars, so that the total Insular appropriation for education would not exceed ₱4,000,000.

In support of this recommendation to aid local school funds, there stands the decisive precedent of the public school system of the United States. In addition to the support of primary schools provided by local taxation under the American system, the state, or commonwealth government almost invariably provides an additional sum out of state revenues distributed according to some equitable plan. In the State of California there is apportioned from the "State school fund" the sum of \$250 for every teacher employed by cities and counties, and after this first apportionment is made, the balance of the State school fund is distributed in accordance with average daily attendance.

By the plan recommended above, a satisfactory system of *current* municipal school revenues would be provided. Additional provision should be made at the same time for *permanent* school buildings. In this matter the Insular Government has done all it can be expected to do by the generous provision of the Gabaldon Act, whereby ₱1,000,000 will become available for barrio schoolhouse construction within the next four and a half years. What is now needed is legal authority for municipalities or minor divisions within municipalites forming "school districts," to provide the complementary local fund by self-imposed taxation. Such districts should be empowered to impose by a majority vote of adult inhabitants either a limited per capita tax or an additional land tax, not to exceed 1 per cent of assessed values, for the construction of

new school buildings within the district. In making this recommendation we have again the precedent of the American system, which has had the test of a century of successful demonstration in both states and territories. The American experience has been that self-imposed taxation sometimes by additional rates, sometimes by municipal bonds, for erecting schoolhouses has laid the foundation of public improvements of all kinds. By the practice of voting local taxes for schoolhouses, American communities, especially in the West, have been educated to the need of imposing taxes for general public improvements. It is believed that a similar education of public sentiment can take place in these Islands if the beginning is made with schoolhouses.

SUMMARY OF COMPLETE FISCAL SYSTEM RECOMMENDED.

The complete fiscal system for education as herein recommended with the estimated revenues is summarized herewith:

Bureau of Education, same appropriation as for the present year.....	₱3,300,000
Provincial school fund to be expended for high and intermediate schools, derived by setting aside two-fifths of provincial receipts from the cedula tax.....	320,000
Municipal school fund: Present revenue derived from land tax, internal revenue, and appropriations from general municipal funds, ₱1,500,000; additional revenue to be derived from one-half of added cedula tax, ₱800,000; apportionment from Insular school fund distributed through the Bureau of Education, ₱700,000.....	3,000,000
Total annual income, Insular, Provincial, and municipal.....	<u>6,620,000</u>
For permanent improvements during the next five years:	
Provided by the Gabaldon Law (Act No. 1801).....	₱1,000,000
To be provided by locally imposed taxes in school districts in amount equal to that required by the Gabaldon Law.....	500,000
Total for permanent municipal school improvements.....	<u>₱1,500,000</u>

The above recommended school expenditure would represent about 21 per cent of the total Governmental income.¹ Lest this amount of ₱6,620,000 be criticized as an undue proportion of Government expense, attention is called to the fact that in the United States for the year 1905-6, "Of the total amount expended for all public purposes by the states, counties, cities, towns, etc. (\$740,000,000), over two-fifths (41.59 per cent) was paid for common schools." (Report of the Commissioner of Education for the year ending June 30, 1906, Vol. 1, p. ix.) This

¹ The Report of the Insular Auditor for the Fiscal Year 1907 (Part I, p. 4) gives the income from taxation as ₱30,484,662.70, distributed as follows: Collections of the Insular Government, ₱22,013,257.81; provincial governments, ₱2,579,262.48; city of Manila, ₱1,802,281.05; and other municipal governments, ₱4,089,861.36.

was a sum equal to more than one-half the cost of the National Government!

In America the necessity of supporting a system of common schools capable of giving elementary education to the entire population is thoroughly recognized. Here the necessity is no less urgent. The opportunity exists to enlighten the entire rising generation and lay a foundation for a truly democratic society, but that opportunity is passing. A new generation, grown up since the beginning of American occupation, will soon reach adult life. It will feel the stir and progress of the present time; it will aspire to wider activity and to higher rewards, but unless it is made literate it will remain impotent to realize its opportunities, the prey of commercial avarice, and the victim of misguided political leading.

SCHOOLS IN THE MORO PROVINCE.

No part of this report has included the Moro Province, which conducts education through its own department of schools, the superintendent being appointed by the governor of the province. The presence in the Moro Province of different peoples antagonistic to one another in religion and culture makes the school problem there very difficult. While in the main the school system corresponds with that of the Bureau of Education, some differences have been developed, notably the teaching of reading and writing to Moros in their native dialects, written, as these dialects regularly are, in the Arabic character. Such are the "pandita schools," taught by Moro scholars, supported by the communities and supplied by the department of schools with books and other equipment. The superintendent reports that these schools promise to break down the hostility of the Moros to American schools, and by removing misconceptions may pave the way for schools more in accordance with public policy. Schools in pagan communities also promise well, especially in the district of Davao, where whole villages have moved down from the hills into proximity to the recently opened American plantations.

All schools are supported outright by provincial appropriations, the total cost for the last fiscal year being ₱81,192.50. A provincial high school was maintained at Samboanga, and 57 primary schools with a total enrollment of 4,894 pupils, 3,264 being males and 1,648 females. These pupils were divided between 3,897 Christian Filipinos, 842 Moros, 130 pagan children, and 25 Americans. The average daily attendance was 2,829. The province provides for 19 American teachers, and in addition there were last May 74 native teachers, 51 being males and 23 females; 63 of them Christian Filipinos, 11 Moros, besides 4 Moro "panditas," who taught without pay from public funds. Two normal institutes were held for the instruction of these teachers and the provincial school at Samboanga is growing into a center for the education of teachers for the schools of all parts of the province.

APPENDIX ON INDUSTRIAL TEACHING.

The place of native arts and industries in the primary course has received attention earlier in this report, as well as the special industrial training to be given to both boys and girls in the last year of the primary school, while the instruction given in agriculture, shop work, and domestic science and art in the intermediate schools has also been explained.

Because, however, of the interest that attaches to this branch of instruction and because of the exceptionally large place which is given it in Philippine Schools, an appendix furnishing details of this work accompanies this report.

RÉSUMÉ OF THE YEAR'S WORK.

In spite of the insufficient municipal school funds, the past year is believed to have been the most successful in the history of public instruction in these Islands. Not only have more schools been conducted and more teachers been engaged, but the instruction given was superior to that of any previous year. The enrollment of pupils, while not as large as in 1905, is fully as great as the number of teachers and accommodations permit. The figures for primary schools and primary attendance have been given earlier in the report. The total enrollment in all schools—secondary, intermediate and primary—for the year was 486,676, and for the single month of March, the last of the school year, 374,600. To these figures may be added those of the Moro Province which gives a total annual enrollment for the Archipelago of 491,570 pupils.

There is a decided gain in the number of pupils in the higher grades of the primary course, as well as corresponding growth of numbers in the intermediate and secondary courses. This progress, which proves a growing readiness of primary pupils to continue in school after their first year or two of study, is indicated by a tabulated form of promotions which is an appendix of this report, and shows the following percentages in promotions of pupils from one grade to the next higher: Of those in attendance in Grade I, 27 per cent; Grade II, 38 per cent; Grade III, 45 per cent; Grade IV, or graduation from the primary school, 35 per cent. The continuance of attendance in intermediate and secondary schools has always been satisfactory.

Other school matters in which there has been notable progress during the last year are: The development of the courses of study, the three years of the former primary course becoming four, a change that has been fully accomplished and has been accompanied by more rigorous grading of pupils in all schools; the organization of a remarkable amount of new industrial work, embracing native arts, gardening, shop work, agriculture, domestic science and art; the equipping with woodworking

machinery of eleven new shops; the construction of nineteen new buildings for high school purposes; the successful inauguration of a nurses' training school; the opening of a school for deaf mutes; the opening of schools in new districts for non-Christian peoples, a step made possible by a special appropriation now available for this purpose; increased opportunities for the training of Filipino teachers, including a correspondence course opened by the Philippine Normal School; the Teachers' Camp and Vacation Assembly at Baguio, Benguet; the enactment of much beneficial legislation providing new resources for school work; and finally a deepening of interest in their work on the part of the teaching force. The American teaching force has become more stable, more deeply concerned with the task before it, and the character of the corps of Filipino teachers is still rising. Complaints within the service have been almost entirely absent, and there have been very few cases of discipline. A feeling of native opposition to the public schools apparent in certain quarters a year ago seems to have lessened, a result undoubtedly attributable to the zealous interest of members of the Philippine Assembly in promoting the cause of education during the recent sessions of the legislature. From the administrative side, the school work has been benefited by the system of preaudit of accounts; the new property system; the enlargement of the number of supervising districts; and the perfection of many details for the conduct of the business of the Bureau.

There has never been a time when the public schools of the Philippines promised so much or appeared to fill so large a part in the progress of these peoples. If the work receives the support that it requires and if it is continued with the high aims that have heretofore actuated it, if there is no weakening of zeal nor loss of patience, a few years more of effort will demonstrate that the American faith in the power of public schools to affect the social and spiritual betterment of backward peoples is not an impractical delusion, but a vision of highest statesmanship.

Very respectfully,

DAVID P. BARROWS,
Director of Education.

To the SECRETARY OF PUBLIC INSTRUCTION.

APPENDIXES.

No. I.—A table showing, by years, the number of schools in operation and under the supervision of the Bureau of Education during the period from 1903 to 1908 inclusive.

School year.	Pri- mary.	Inter- mediate.	Sec- ond- ary.	Total.
1903.....	12,000			2,000
1903-4.....	2,233	17	35	2,285
1904-5.....	2,727	102	35	2,864
1905-6.....	23,108	119	36	3,263
1906-7.....	3,485	216	36	3,687
1907-8.....	3,701	193	38	3,932

¹ Estimated.

² Exclusive of Moro Province (58).

The arts and trades, normal, domestic science, agricultural, and special In-sular schools are included under the "Intermediate" or "Secondary" heading.

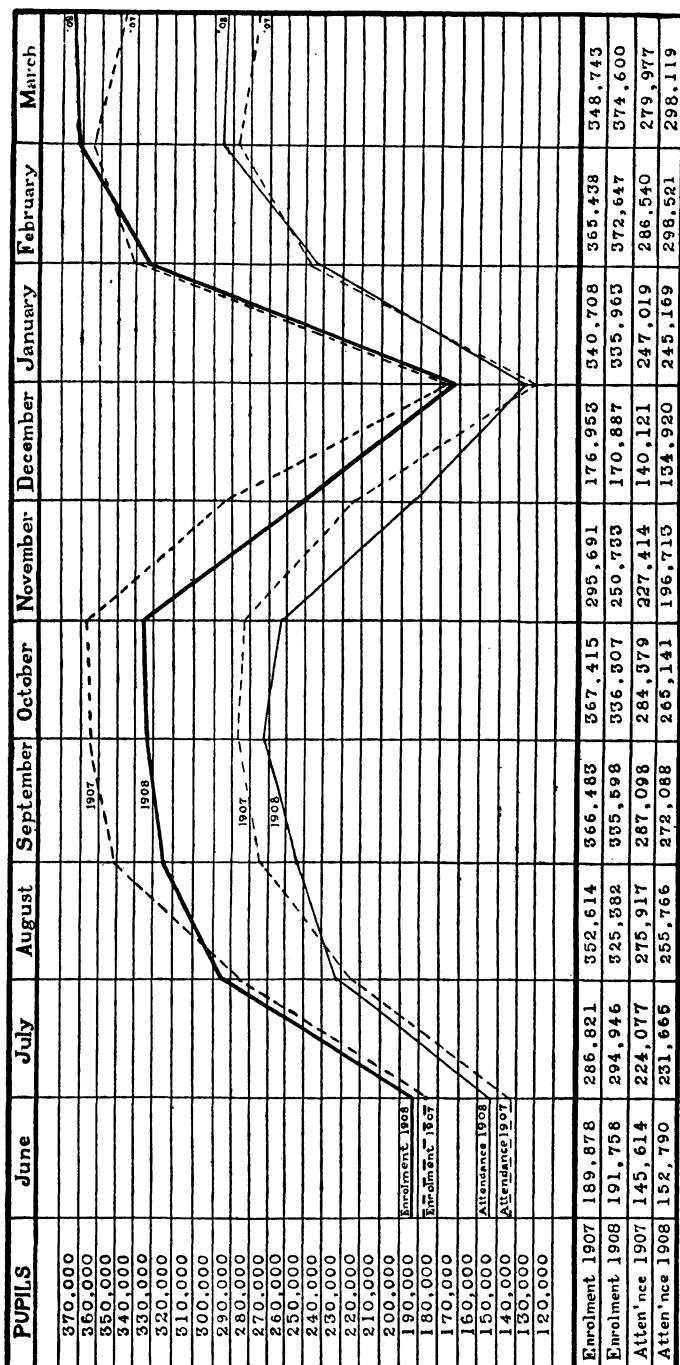
No. II.—A table showing, by divisions and for the Islands, the number of schools, total annual enrollment, average monthly enrollment, average daily attendance, and percentage of attendance during the school year 1907-8.

Division.	Secondary.					Intermediate.				
	Num- ber of schools.	Annual enroll- ment.	Aver- age month- ly enroll- ment.	Aver- age month- ly attend- ance.	Per- cent- age of at- tend- ance.	Num- ber of schools.	Annual enroll- ment.	Aver- age month- ly enroll- ment.	Aver- age month- ly attend- ance.	Per- cent- age of at- tend- ance.
Manila.....	3	289	242	238	97	8	1,568	1,096	1,076	97
Albay.....	1	52	35	33	94	4	471	411	379	92
Camarines.....	1	10	9	9	100	7	382	329	306	93
Antiki.....	1	28	22	21	95	2	182	145	127	87
Bataan.....						1	145	106	98	92
Batangas.....	1	63	53	48	91	13	819	701	628	90
Benguet.....										
Bohol.....	1	10	9	9	100	2	188	161	148	92
Bulakan.....	1	68	65	62	97	4	616	568	517	91
Kagayan.....	1	31	28	25	89	6	435	379	356	94
Kapis.....	1	29	24	23	96	2	312	259	243	93
Cavite.....	1	67	62	60	97	6	418	359	342	95
Cebu.....	1	39	31	30	97	5	672	490	433	88
Ilokos Norte.....	1	61	47	46	98	5	504	445	412	93
Ilokos Sur.....	2	85	70	68	97	9	917	781	723	93
Iloilo.....	1	84	72	66	95	13	1,386	1,059	975	92
Isabela.....	1	12	6	6	100	3	114	94	89	95
La Laguna.....	1	16	14	13	93	9	640	540	479	89
Lepanto-Bontok.....						3	60	21	21	100
Leyte.....	1	30	27	26	96	6	476	400	373	93
Mindoro.....						1	44	36	32	89
Misamis.....	1	6	5	5	100	3	157	99	75	76
Occidental Negros.....	1	45	41	39	95	10	538	424	377	89
Oriental Negros.....	1	10	8	8	100	1	144	125	114	91
Nueva Ecija.....	1	18	16	16	100	7	524	416	370	89
Nueva Vizcaya.....	1	6	6	6	100	1	72	61	55	90
Palawan.....						1	26	25	24	96
Pampanga.....	1	37	35	34	97	8	809	662	611	92
Pangasinan.....	1	42	25	23	92	6	708	650	612	94
Rizal.....	1	17	14	11	79	5	480	403	356	88
Romblon.....	1	19	16	15	94	1	95	83	73	88
Samar.....	1	20	19	17	89	6	488	420	391	93
Sorsogon.....	1	12	11	10	91	4	372	331	294	89
Surigao.....	1	12	10	10	100	5	185	173	136	79
Tarlac.....	1	15	14	14	100	9	686	525	477	91
Tayabas.....	1	67	58	56	97	10	816	673	611	91
Union.....	1	10	9	9	100	3	466	418	403	96
Sambales.....	1	29	27	27	100	2	245	217	208	96
Normal School.....	1	286	238	229	83	1	270	199	188	94
Trade School.....	1	18	16	15	94	1	350	248	217	87
Total.....	38	1,643	1,384	1,327	96	193	17,780	14,532	13,349	91

No. II.—A table showing, by divisions and for the Islands, etc.—Continued.

Division.	Primary.					Grand total.				
	Num- ber of schools.	Annual enroll- ment.	Average month- ly enroll- ment.	Average month- ly attend- ance.	Per- cent- age of at- tend- ance.	Num- ber of schools.	Annual enroll- ment.	Average month- ly enroll- ment.	Average month- ly attend- ance.	Per- cent- age of at- tend- ance.
Manila	25	8,363	6,749	6,397	95	36	10,220	8,087	7,711	96
Albay	91	10,292	7,513	5,225	70	96	10,815	7,959	5,637	71
Camarines	96	9,312	6,086	4,432	73	104	9,704	6,424	4,747	74
Antiki	62	9,294	6,756	5,612	83	65	9,504	6,923	5,760	83
Bataan	23	2,567	1,642	1,238	75	24	2,712	1,748	1,336	76
Batangas	130	12,079	7,998	6,295	78	144	12,961	8,752	6,971	80
Benguet	13	1,029	728	597	82	13	1,029	728	597	82
Bohol	145	20,542	14,451	10,869	75	148	20,740	14,621	11,026	75
Bulakan	112	9,475	8,376	6,314	75	117	10,159	9,009	6,893	77
Kagayan	86	9,111	6,192	5,291	85	93	9,577	6,599	5,672	86
Kapis	176	18,809	14,306	10,802	76	179	19,150	14,589	11,068	75
Cavite	59	10,406	7,538	6,055	80	66	10,891	7,959	6,457	81
Cebu	262	50,919	26,170	20,346	78	268	51,630	26,691	20,809	78
Ilokos Norte	126	15,392	12,013	9,324	78	132	15,957	12,505	9,782	78
Ilokos Sur	147	15,076	10,982	8,593	78	158	16,078	11,833	9,384	79
Iloilo	151	21,591	13,108	10,462	80	165	23,061	14,239	11,503	81
Isabela	62	4,061	3,361	2,670	79	66	4,187	3,461	2,765	80
La Laguna	92	9,417	6,701	5,393	80	102	10,073	7,255	5,885	81
Lepanto-Bontok	25	1,722	1,231	1,089	88	28	1,782	1,252	1,110	89
Leyte	145	21,151	14,232	11,264	79	152	21,657	14,659	11,663	80
Mindoro	42	3,532	2,225	1,710	77	43	3,576	2,261	1,742	77
Misamis	79	8,259	5,494	3,756	68	83	8,422	5,598	3,836	70
Occidental Negros	156	21,812	15,951	12,015	75	167	22,395	16,416	12,431	76
Oriental Negros	100	15,793	10,992	7,966	72	102	15,947	11,125	8,088	76
Nueva Ecija	105	11,730	8,644	6,337	73	113	12,272	9,076	6,723	75
Nueva Vizcaya	17	1,928	1,594	1,316	83	19	2,006	1,661	1,377	83
Palawan	20	2,567	1,753	1,457	83	21	2,593	1,778	1,481	83
Pampanga	151	15,936	9,361	7,554	81	160	16,782	10,058	8,199	82
Pangasinan	328	37,208	24,673	20,225	82	335	37,958	25,348	20,860	82
Rizal	84	9,100	6,122	4,879	80	90	9,597	6,539	5,246	80
Romblon	30	4,144	3,560	2,582	73	32	4,258	3,659	2,670	73
Samar	98	16,072	12,169	10,559	87	105	16,580	12,608	10,967	87
Sorsogon	91	9,741	7,202	5,493	76	96	10,125	7,544	5,797	77
Surigao	94	8,894	6,469	5,164	80	100	9,091	6,652	5,310	80
Tarlak	93	11,897	7,851	6,530	83	103	12,598	8,390	7,021	84
Tayabas	95	13,529	12,093	10,399	86	106	14,412	12,824	11,066	86
Union	52	10,510	7,814	7,117	91	56	10,986	8,241	7,529	91
Samabales	36	3,570	2,944	2,481	84	39	3,844	3,188	2,716	85
Normal School	1	253	198	182	92	3	809	635	599	94
Trade School	1	170	85	66	78	3	538	349	298	85
Total	3,701	467,253	323,327	256,056	79	3,932	486,676	339,243	270,732	80

No. III.—A diagram showing, by months, the variation in the total monthly enrollment and average monthly attendance for the Islands during the school years 1906-7 and 1907-8.



The decrease in June, November, December, and January was due to the holding of normal institutes. (See Tables Nos. IV and V.)

No. IV.—A table showing, by divisions and for the Islands, the monthly enrollment during the school year 1907-8.

Division.	June.	July.	August.	Sep- tember.	October.	Novem- ber.	Decem- ber.	Janu- ary.	Febru- ary.	March.
Manila -----	8,436	8,888	8,684	8,801	8,721	8,691	8,509	8,784	8,431	8,582
Albay -----	523	6,050	6,882	8,069	8,465	8,685	8,349	8,323	8,261	8,103
Camarines -----	4,866	6,505	6,759	6,579	6,585	6,565	6,481	6,744	6,829	6,811
Antiki -----	5,737	6,766	7,279	7,760	5,479	5,556	5,205	7,446	7,968	8,516
Bataan -----	1,393	1,650	1,612	1,810	1,786	1,103	1,114	1,941	2,087	1,974
Batangas -----	7,346	8,446	8,662	8,454	1,312	7,980	8,618	9,325	9,877	9,859
Benguet -----	206	426	508	549	573	614	633	590	658	771
Bohol -----	157	7,645	12,157	14,659	15,176	14,919	15,153	16,297	17,322	17,394
Bulakan -----	1,056	8,501	8,480	9,606	9,795	9,623	1,471	9,254	9,428	9,246
Kagayan -----	453	456	6,934	8,098	8,021	7,963	7,737	7,622	7,828	7,864
Kapisa -----	10,609	12,970	13,860	14,775	14,373	8,393	8,283	13,774	16,832	17,672
Cavite -----	7,043	7,873	7,876	8,119	6,163	8,393	8,283	2,516	8,245	7,922
Cebu -----	488	19,824	22,984	22,895	25,819	26,866	26,776	28,975	32,245	32,925
Ilokos Norte -----	10,571	12,271	12,595	13,682	14,253	14,112	502	10,683	12,404	12,608
Ilokos Sur -----	10,124	11,551	11,403	11,909	12,175	11,136	1,459	11,143	11,730	11,807
Iloilo -----	10,441	16,392	16,219	16,417	17,252	15,154	13,667	14,815	17,668	17,513
Isabela -----	3,317	3,727	3,788	3,769	3,646	3,380	149	3,169	3,405	3,390
La Laguna -----	497	6,421	7,808	7,680	7,556	7,479	7,113	6,999	7,225	7,136
Lepanto-Bontok -----	151	1,172	1,192	1,308	1,282	1,337	1,319	1,455	1,630	1,665
Leyte -----	12,319	14,357	14,968	15,026	14,675	1,007	978	13,059	16,520	16,649
Mindoro -----	1,849	2,168	2,450	2,377	1,927	1,070	102	2,593	2,654	2,657
Misamis -----	3,921	5,167	5,353	5,337	4,856	203	195	5,309	6,129	6,170
Occidental Negros -----	13,983	16,299	16,637	17,077	16,474	13,807	657	15,070	16,701	16,764
Oriental Negros -----	7,299	7,527	8,654	9,666	10,346	10,562	11,333	12,363	13,835	14,069
Nueva Ecija -----	7,799	8,601	8,503	8,276	8,534	7,848	790	6,836	7,961	7,701
Nueva Vizcaya -----	77	77	1,579	1,584	1,591	1,706	1,738	1,546	1,671	1,717
Palawan -----	1,013	1,414	1,640	1,694	1,804	1,900	1,883	1,984	2,020	1,990
Pampanga -----	8,792	10,933	11,222	11,138	10,896	1,061	978	11,124	12,379	12,081
Pangasinan -----	19,789	24,237	25,168	25,753	25,668	1,775	1,564	23,700	29,108	30,131
Rizal -----	5,623	6,309	6,409	6,353	6,516	369	361	6,918	7,041	6,971
Romblon -----	3,069	3,383	3,107	3,356	3,620	3,481	---	3,773	4,167	4,378
Samar -----	7,069	9,577	11,004	12,735	13,256	392	347	11,245	12,849	11,975
Sorsogon -----	5,219	6,487	7,176	8,028	7,729	7,885	7,205	7,500	7,261	7,565
Surigao -----	101	1,847	4,749	5,737	6,759	6,834	5,880	6,824	7,863	7,949
Tarlac -----	4,835	7,188	7,396	7,964	8,694	8,037	2,036	8,596	9,608	9,317
Tayabas -----	11,565	11,745	12,684	12,958	12,765	12,437	1,337	12,983	12,314	11,839
Union -----	450	6,748	7,265	7,610	7,731	8,193	8,170	8,774	8,492	9,041
Sambales -----	235	2,156	2,674	3,007	3,126	3,080	2,871	2,974	3,152	3,058
Normal School -----	660	700	670	659	612	614	614	619	607	600
Trade School -----	476	492	392	324	296	316	310	312	292	270
Total -----	191,758	294,946	325,382	335,598	336,307	250,733	170,887	335,963	372,647	374,600

NOTE.—The low monthly enrollment for some of the months shown above is explained by the fact that normal institutes were in session.

No. V.—A table showing, by divisions and for the Islands, the average daily attendance during the school year 1907-8.

Division.	June.	July.	August.	Sep- tember.	Octo- ber.	Novem- ber.	Decem- ber.	Janu- ary.	Febru- ary.	March.
Manila	7,245	8,113	8,008	8,098	8,149	8,002	7,967	7,818	7,925	7,711
Albay	424	4,144	5,035	6,024	6,070	6,012	6,117	5,474	5,912	5,445
Camarines	3,570	5,027	4,998	4,878	4,880	4,793	4,973	4,727	5,361	885
Antiki	4,908	5,488	6,260	6,623	2,918	5,089	4,415	6,014	6,982	7,298
Bataan	894	1,069	1,196	1,334	1,441	97	94	1,482	1,604	1,558
Batangas	5,830	6,776	7,048	6,469	1,160	5,818	6,971	7,213	8,247	8,376
Benguet	147	316	395	450	459	507	538	476	515	644
Bohol	124	5,635	8,936	11,285	11,462	11,138	11,808	11,713	12,979	13,385
Bulakan	5,193	6,662	6,503	7,354	7,895	8,003	1,297	6,325	7,204	7,444
Kagayan	428	431	5,730	6,813	6,709	6,655	6,327	5,921	6,270	6,569
Kapis	7,320	9,523	10,123	11,162	10,580	-----	-----	9,798	13,504	14,494
Cavite	5,562	6,516	6,477	6,549	4,844	6,731	6,691	2,273	6,371	6,760
Cebu	461	13,245	17,154	18,506	19,305	19,253	20,021	20,814	23,774	25,502
Ilokos Norte	7,814	9,406	9,301	10,784	11,638	12,162	480	7,480	9,674	10,266
Ilokos Sur	7,789	9,179	8,566	9,584	9,802	8,616	1,344	8,314	9,686	10,170
Iloilo	7,949	11,690	12,000	12,328	12,482	10,079	9,459	9,942	13,226	13,718
Isabela	2,544	3,118	3,213	3,041	2,762	2,943	140	2,129	2,596	2,647
La Laguna	439	5,260	6,631	6,539	6,111	6,017	5,789	5,303	5,737	5,859
Lepanto-Bontok	107	957	1,029	1,119	1,182	1,223	1,265	1,247	1,423	1,530
Leyte	9,276	11,361	11,683	11,898	11,511	902	897	10,799	13,209	13,597
Mindoro	1,886	1,691	1,826	1,725	1,325	540	88	1,947	2,188	2,270
Misamis	2,693	3,670	3,765	3,544	3,237	175	168	3,246	4,433	4,731
Occidental Negros	10,475	12,152	12,491	12,864	12,031	10,849	590	10,654	13,227	13,611
Oriental Negros	-----	5,390	6,284	6,954	7,410	7,381	8,295	8,636	10,413	10,433
Nueva Ecija	5,472	6,919	6,074	6,156	6,569	5,992	460	4,623	6,168	6,160
Nueva Vizcaya	72	71	1,393	1,377	1,358	1,426	1,485	947	1,346	1,525
Palawan	836	1,170	1,310	1,418	1,457	1,567	1,612	1,581	1,736	1,722
Pampanga	6,971	9,104	9,138	9,121	9,141	958	855	8,186	10,026	10,295
Pangasinan	14,730	19,688	19,858	20,746	21,728	1,435	1,287	15,476	23,869	25,352
Rizal	4,267	5,114	5,038	5,167	5,121	431	422	4,964	5,695	5,758
Romblon	2,346	2,509	2,271	2,421	2,584	2,605	-----	2,610	2,866	3,370
Samar	5,978	8,118	9,729	11,029	11,678	362	310	9,434	11,228	11,461
Sorsogon	3,796	5,137	5,800	5,976	6,048	5,798	5,567	5,234	5,905	281
Surigao	86	1,909	3,707	4,576	5,055	5,180	4,325	4,898	5,971	6,220
Tarlak	4,121	6,029	6,139	6,651	7,292	7,032	1,467	6,088	8,326	8,299
Tayabas	9,900	10,817	10,938	11,198	10,924	9,952	1,026	10,551	10,772	10,657
Union	421	5,484	6,466	6,945	7,288	7,505	7,608	7,597	8,491	8,579
Sambales	223	1,733	2,309	2,495	2,693	2,617	2,396	2,392	2,819	2,703
Normal School	599	654	621	615	581	588	584	581	577	584
Trade School	394	390	323	272	261	280	282	262	266	250
Total	152,790	231,665	255,766	272,088	265,141	196,713	134,920	245,169	298,521	298,119

NOTE.—The low average attendance for some of the months shown above is explained by the fact that normal institutes were in session.

No. VI.—A table showing, by division and for the Islands, the enrollment by grades at the close of the school year, March 27, 1908.

Division.	Primary grades.					Intermediate grades.				Years in high school.					Grand total.
	I.	II.	III.	IV.	To-tal.	V.	VI.	VII.	To-tal.	1.	2.	3.	4.	To-tal.	
Manila	3,329	1,802	1,495	624	7,250	390	483	215	1,088	122	92	30		244	8,582
Albay	4,139	1,861	1,169	510	7,679	200	158	26	384	27	13			40	8,103
Camarines	3,877	1,427	776	406	6,486	176	118	23	317	8				8	6,811
Antiki	6,218	1,538	437	172	8,365	94	27	13	134	17				17	8,516
Bataan	1,262	408	186	69	1,925	34	13	2	49						1,974
Batangas	6,405	1,756	641	366	9,168	236	322	86	644	26	11	10		47	9,859
Benguet	625	87	36	23	771										771
Bohol	12,360	3,418	999	463	17,240	75	58	12	145	9				9	17,394
Bulakan	5,115	2,008	1,014	507	8,644	266	200	75	541	39	14	8		61	9,246
Kagayan	14,939	1,684	632	251	7,506	221	68	43	332	16		10		26	7,864
Kapiz	1,458	4,176	1,335	420	17,389	130	89	41	260	17	6			23	17,672
Cavite	24,446	2,187	623	265	7,521	179	105	60	344	15	22	13	7	57	7,922
Cebu	3,252	6,505	2,106	460	32,323	282	183	84	549	29	15	9		53	32,925
Ilokos Norte	8,365	2,683	671	439	12,158	237	105	52	394	41	15			56	12,608
Ilokos Sur	6,664	2,762	981	610	11,017	413	221	92	726	54	10			64	11,807
Iloilo	9,499	4,194	1,769	989	16,451	501	316	182	999	47	8	3	5	63	17,513
Isabela	1,841	771	518	172	3,302	61	11	12	84	4				4	3,390
La Laguna	3,794	1,731	719	394	6,638	297	113	76	486	12				12	7,136
Lepanto-Bontok	1,214	244	121	66	1,645	18	2		20						1,665
Leyte	10,408	4,321	1,237	297	16,263	232	96	34	362	15	9			24	16,649
Mindoro	1,803	559	193	65	2,620	20	16		36	1				1	2,657
Misamis	3,870	1,216	695	279	6,060	55	38	12	105	5				5	6,170
Occidental Negros	11,730	3,079	941	590	16,340	191	131	63	385	22	8	9		39	16,764
Oriental Negros	10,007	2,786	972	188	13,953	42	38	28	108	5	3			8	14,069
Nueva Ecija	3,943	2,313	809	350	7,315	162	148	60	370	16				16	7,701
Nueva Vizcaya	807	520	263	72	1,662	20	16	13	49	6				6	1,717
Palawan	1,673	203	60	30	1,966	18	6		24						1,990
Pampanga	4,599	4,005	1,643	982	11,229	284	300	126	710	62	18	12		92	12,031
Pangasinan	21,873	5,191	1,602	856	29,522	339	193	40	572	37				37	30,131
Rizal	3,951	1,529	774	367	6,621	217	87	36	340	10				10	6,971
Romblon	3,154	748	296	91	4,289	38	21	15	74	6	9			15	4,378
Samar	7,047	3,280	842	384	11,553	298	82	24	404	18				18	11,975
Sorsogon	4,579	1,888	546	248	7,261	187	77	40	304						7,565
Surigao	5,393	1,652	565	189	7,799	108	24	10	142	5		3		8	7,949
Tarlak	5,860	1,598	813	565	8,836	196	215	57	468	13				13	9,317
Tayabas	6,392	2,714	1,250	771	11,127	372	195	97	664	23	13	12		48	11,839
Union	5,517	2,002	772	368	8,659	243	91	40	374	8				8	9,041
Sambales	1,590	802	325	132	2,849	77	79	28	184	25				25	3,058
Normal School	22	56	27	95	200	64	73	40	177	87	66	60	10	223	600
Trade School			46	90	136	89	32		121	10	3			13	270
Total	233,020	81,604	30,899	14,215	359,738	7,062	4,550	1,857	13,469	866	326	179	22	1,393	374,600

No. VII.—*A table showing, by divisions and for the Islands, the comparative percentage of attendance attained during the school year 1907-8.*

Division.	Per cent.																																			
	71.	72.	73.	74.	75.	76.	77.	78.	79.	80.	81.	82.	83.	84.	85.	86.	87.	88.	89.	90.	91.	92.	93.	94.	95.	96.	97.	98.	99.	100.						
1. Manila																																				
2. Normal School																																				
3. Union																																				
4. Lepanto-Bontok																																				
5. Samar																																				
6. Kagayan																																				
7. Tayabas																																				
8. Trade School																																				
9. Sambales																																				
10. Tarlak																																				
11. Antiki																																				
12. Nueva Vizcaya																																				
13. Palawan																																				
14. Benguet																																				
15. Pampanga																																				
16. Pangasinan																																				
17. Kavite																																				
18. Iloilo																																				
19. La Laguna																																				
20. Batangas																																				
21. Isabela																																				
22. Leyte																																				
23. Rizal																																				
24. Surigao																																				
25. Ilokos Sur																																				
26. Cebu																																				
27. Ilokos Norte																																				
28. Bulakan																																				
29. Mindoro																																				
30. Sorsogon																																				
31. Bataan																																				
32. Occidental Negros																																				
33. Oriental Negros																																				
34. Bohol																																				
35. Kapis																																				
36. Nueva Ecija																																				
37. Kamarines																																				
38. Romblon																																				
39. Albay																																				
40. Misamis																																				
General average																																				

No. VIII.—A table showing, by divisions and for the Islands, the promotions by grades during the last semester of the school year 1907-8.

Division.	Primary grades.			Intermediate grades.			Years of high school.			
	I to II.	II to III.	III to IV.	IV to V.	V to VI.	VI to VII.	Grade VII to First year.	First to second year.	Second to third year.	Third to fourth year.
Manila	763	591	478	161	245	85	75	11	7	5
Albay	1,464	909	540	294	155	84	3	10	10	
Camaringes	2,060	785	459	128	92	99	26	8		
Antiki	1,378	721	370	74	54	24	11	15		
Bataan	123	104	95	37	27	9	2			
Batangas	2,055	1,042	400	231	155	130	76	26	10	10
Benguet										
Bohol	4,591	1,600	539	121	58	45	10	5		
Bulakan	1,347	892	469	214	177	123	68	38	13	8
Kagayan	1,473	579	265	86	74	52	29	12		10
Kapis	2,606	1,138	435	176	45	37	26	9	3	
Cavite	1,086	738	380	147	113	87	53	6	9	11
Cebu	7,610	2,452	1,153	227	146	95	33	13	9	
Ilokos Norte	1,424	346	229	119	139	33	22	20	15	
Ilokos Sur	1,737	1,374	478	210	194	118	43	32	6	
Iloilo	2,453	1,726	740	138	166	133	54	26	1	1
Isabela	256	125	97	58	52	5	11	3		
La Laguna	893	432	146	92	120	60	49			
Lepanto-Bontok				35						
Leyte	3,666	2,332	841	165	138	67	24	12	8	
Mindoro	368	239	73	37	22	16				
Misamis	770	543	277	91	29	16	12	5		
Occidental Negros	1,328	367	206	165	92	60	20	17	7	9
Oriental Negros	1,523	901	143	57	35	13	11	2		
Nueva Ecija	1,182	885	401	172	92	51	36	14		
Nueva Vizcaya	209	131	55	29	4	3	4			
Palawan	471	147	32	19	16	7				
Pampanga	2,070	1,132	485	163	179	100	59	18	12	
Pangasinan	3,134	1,539	621	353	208	130	27	5		
Rizal	2,308	1,057	649	262	149	77	22	10		
Romblon	1,780	458	228	27	17	9	14	5	8	
Samar	3,613	1,744	697	190	127	75	21	10		
Sorsogon	1,508	1,013	320	102	37	38	31			
Surigao	1,719	781	300	86	56	19	7	5		4
Tarlak	690	534	348	138	98	106	25	12		
Tayabas	1,135	667	368	230	64	104	71	13	10	12
Union	1,842	796	308	201	165	75	25	7		
Sambales	513	257	194	38	46	43	22	19		
Normal School	30	24	23	18	33	27	20	37	63	10
Trade School			6	35	42	19	9	3		
Total	63,178	31,101	13,848	4,954	3,661	2,274	1,051	428	191	80

No. IX.—A table showing the enrollment, by sexes, in the different courses of study during the month of March, 1908.

Course of study.	Males.	Females.	Total.
Primary	221,923	137,974	359,897
Intermediate	10,481	2,893	13,379
Secondary	1,084	240	1,324
Total	233,488	141,112	374,600

The ratio of males to females is as 3 is to 2.



PHILIPPINE NORMAL SCHOOL; TOBACCO—CONNECTICUT SEED.



PHILIPPINE NORMAL SCHOOL; PEPPERS—AMERICAN SEED.



SCHOOL FOR DEAF AND BLIND CHILDREN, AT MANILA.

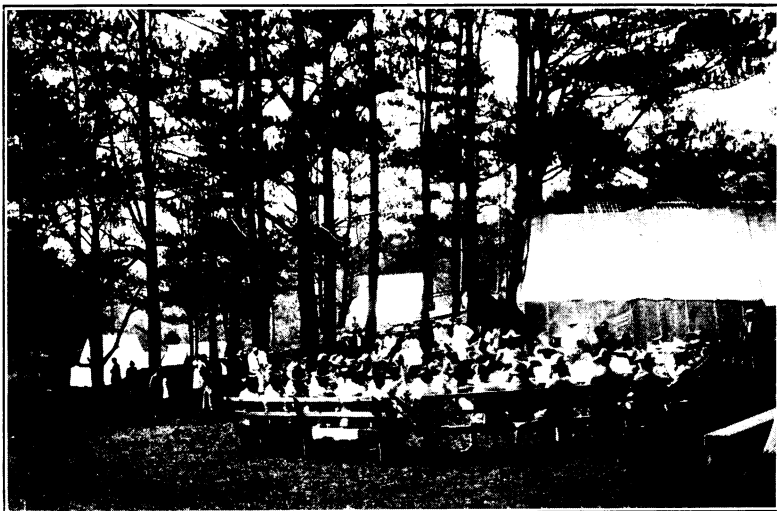


PITCHING A LARGE TENT AT THE ASSEMBLY CAMP, BAGUIO.

The laborers are Igorot.



TEACHERS' TENTS AT THE TEACHERS' VACATION CAMP, BAGUIO.



MORNING CONCERT BY BAND AT THE TEACHERS' ASSEMBLY CAMP, BAGUIO.



TEACHERS' VACATION CAMP AT BAGUIO, BENGUET.



No. X.—A table showing, by divisions and for the Islands, the enrollment, attendance, percentage of attendance, and the instructors, American and Filipinos, in the normal institutes held during the school year 1907-8.

Division.	Weeks in session.	Enrollment.	Attendance.	Percentage of attendance.	Instructors.	
					American.	Filipino.
Manila						
Albay	5	248	245	99	10	6
Camarines	6	128	116	99	6	
Antiki						
Bataan	8	40	40	100	7	1
Batangas	5	187	180	97	5	1
Benguet						
Bohol	6	323	297	95	6	4
Bulakan	6	139	130	94	6	
Kagayan	8	185	171	92	7	7
Kapis	5	232	216	95	17	1
Cavite	4½	150	149	100	10	15
Cebu	4	561	545	97	15	
Ilokos Norte	6	234	228	98	6	2
Ilokos Sur	5	234	224	97	9	
Iloilo	6	150	86	58	7	
Isabela	5	58	51	88	3	
La Laguna	6	179	174	97	6	
Lepanto-Bontok	6	48	37	77	2	
Leyte	7	209	196	96	11	1
Mindoro	6	52	47	90	3	1
Misamis	6	167	157	95	7	
Occidental Negros	4	267	262	97	11	2
Oriental Negros	4	186	182	98	5	
Nueva Ecija	3	140	134	97	6	1
Nueva Vizcaya	6	48	46	98	2	
Palawan	8	30	22	73	1	
Pampanga	7	203	202	99	10	10
Pangasinan	7	522	516	99	12	5
Rizal	6	187	186	99	5	7
Romblon	4	85	81	98	5	1
Samar	6	611	592	97	13	5
Sorsogon	6	165	163	100	6	
Surigao	4	210	172	82	11	3
Tarlak	5	73	70	99	4	1
Tayabas	4	183	176	96	15	7
Union	4	174	157	90	5	2
Sambales	5	63	62	98	5	
Normal School						
Trade School						
Total	193.5	6,671	6,312	96	259	83

NOTE.—The enrollment in normal institutes is almost entirely of Filipino, Insular and municipal teachers.

No. XI.—Table showing, by divisions, the attainment and number of teachers enrolled in the third annual vacation assembly for Filipino teachers, held at Manila April 20 to May 16, 1908.

Division.	Grade VI.	Grade VII.	First year.	Second year.	Third year.	Graduates of Philippine Normal School.	Government students.	American teachers.	Total.
Manila	3	3	2	1	1	13			23
Albay	1	9	3						13
Camarines		1							1
Antiki		1							1
Bataan			2					1	3
Batangas	4	5	4			2			15
Benguet									
Bohol			1						1
Bulakan	26	39	5	1	1	1			73
Kagayan	2	1							3
Kapis	2						1	1	4
Cavite	14	17	10						41
Cebu	1								1
Ilokos Norte		1							1
Ilokos Sur	12	5	3	4	8				32
Iloilo		3	5						8
Isabela			2						2
La Laguna	1	5	5						11
Lepanto-Bontok	1	1							2
Leyte	2	1							3
Mindoro		1	2						3
Misamis			3						3
Occidental									
Negros		1							1
Oriental Negros									
Nueva Ecija	2	4	1						7
Nueva Vizcaya									
Palawan			1						1
Pampanga	64	61	27						152
Pangasinan	7	26	8						41
Rizal	11	31	54	3	1				100
Romblon	1	3							4
Samar		1	2						3
Sorsogon									
Surigao									
Tarlak	11	11	7						29
Tayabas		2	4	1		1		1	9
Union	2	1	1			1			5
Sambales	6	7	3						16
Normal School									
Trade School									
Total	173	241	155	10	11	18	1	3	612

No. XII.—*A summary of the results of an examination for physical defects among the school children of the city of Manila during 1908.*

[From report by Dr. Anna D. Peck, medical inspector, Bureau of Education, Manila, P. I.]

Defects.	Boys.	Girls.	Total.	Percentage.
Total examined	5, 459	1, 860	7, 319	-----
Defective vision:				
Myopia	1, 716	652	2, 368	32
Astigmatism	2, 618	831	3, 440	47
Strabismus	8	1	9	-----
Amblyopia	8		8	-----
Corneal defects	7		7	-----
Diseased lids	906	296	1, 202	17
Other eye affections				-----
Occlusion of Lacrymal duct		1	1	-----
Sarcoma of cornea	2		2	-----
Defective hearing	426	90	516	7
Dentists' caries	1, 946	1, 131	3, 077	42
Excessive adenoid tissue (tonsils, pharynx and nostrils)	1, 075	483	1, 558	21
Anemia	507	196	703	10
Dermatoses:				
Acne	311	55	366	5
Pinta	67	31	98	1
Tinea imbricata	392	86	478	6
Tinea circinata	22	6	28	6
Tinea tonsurans	1		1	-----
Eczema	5	2	7	-----
Smallpox pitted	1, 104	314	1, 418	20
Deformities:				
Talipes varus		1	1	-----
Scoliosis	2		2	-----
Absence of limb	2		2	-----
Harelip and cleft palate	3	1	4	-----
Gingivitis	1		1	-----
Cervical tumor	1		1	-----
Otitis media	1		1	-----
Chronic ulcers	1	2	3	-----
Lame from birth	1		1	-----

No. XIII.—A table showing, by divisions and for the Islands, the average monthly salaries of Filipino teachers.

Division.	Municipal.				Insular.	
	Regular.		Temporary.		Male.	Female.
	Male.	Female.	Male.	Female.		
Manila	P72.00	P67.00	P40.00	P40.00	P200.00	P130.00
Albay	24.98	24.28	10.00	10.00	45.45	70.00
Camarines	21.64	21.31	15.00	15.00	41.25	46.00
Antiki	14.58	13.12			45.00	70.00
Bataan	19.60	18.13	16.25	15.00	50.00	
Batangas	23.12	21.78	20.00	27.50	55.00	65.00
Benguet			15.00	15.00	15.00	20.00
Bohol	8.98	8.27			38.30	30.00
Bulakan	25.25	25.65	18.73	17.50	75.35	62.50
Kagayan	23.96	14.50	12.40	10.00	47.00	
Kapis	17.30	18.00	13.88	12.93	50.00	43.33
Cavite	18.85	17.93	11.00	18.00	56.43	45.00
Cebu	11.00	9.80	10.00	8.20	34.80	35.00
Ilokos Norte	9.41	9.52			49.57	40.00
Ilokos Sur	13.34	13.61			35.36	46.50
Iloilo	17.56	16.56			54.06	48.00
Isabela	16.25	16.09	13.50	15.55	50.00	60.00
La Laguna	23.00	21.00	18.00	17.00	55.00	53.00
Lepanto-Bontok	14.65	13.00			24.00	20.00
Leyte	15.58	15.99	14.33	12.47	34.51	42.50
Mindoro	14.35	14.67	12.00	10.66	32.14	40.00
Missamis	16.80	16.40	12.75	13.25	39.00	
Occidental Negros	16.46	16.15	11.26	12.00	50.00	43.60
Oriental Negros	10.17	10.46	9.13	6.08	42.73	32.50
Nueva Ecija	15.51	14.37	13.56	14.00	33.44	
Nueva Vizcaya	11.94	13.10	8.40	8.00	33.14	
Palawan	20.13	15.56	15.00	13.50	51.00	
Pampanga	22.96	21.05	17.58	17.50	48.53	35.00
Pangasinan	24.85	23.41	14.92	14.39	59.06	60.00
Rizal	23.17	23.11			58.12	
Romblon	12.24	11.41	5.00	5.00	43.00	40.00
Samar			17.23	12.18	41.43	46.67
Sorsogon	20.21	20.70	25.00	15.00	50.00	35.00
Surigao	15.50	12.60	11.30	9.80	42.70	50.00
Tarlak	20.31	16.55	14.63	14.91	43.05	28.33
Tayabas	22.77	20.94	20.00	14.60	70.00	60.00
Union	11.72	10.71	18.00		48.66	30.00
Sambales	12.22	10.18	10.05	10.00	39.54	40.00
Normal School					50.00	55.00
Trade School					54.60	
General average	18.39	18.70	15.54	18.92	45.28	45.33

No. XIV.—A table showing, by divisions and for the Islands, the apportionment of the funds appropriated by Acts Nos. 1275, 1580, and 1688 for aid in the construction of public school buildings, and the amounts to be raised locally for the same purpose.

Division.	1906.		1907.		1908.		Total.	
	Act No. 1275.	Local.	Act No. 1580.	Local.	Act No. 1688.	Local.	Insular.	Local.
Manila	1P 6,344.25		2P 60,000.00	P 60,000.00			12P 66,344.25	P 60,000.00
Albay	8,000.00	P 35,000.00						35,000.00
Camarines	8,000.00							8,000.00
Antaki	6,000.00	1,500.00						28,000.00
Bataan	6,000.00	3,500.00						13,500.00
Batangas	5,000.00							6,000.00
Benguet	6,000.00		8,000.00	7,000.00				13,000.00
Bohol	12,000.00	15,000.00						23,800.00
Bulacan	10,000.00	22,000.00	10,000.00	10,000.00				12,000.00
Kagayan	8,000.00	17,500.00	12,000.00		27,378.74	34,378.74	347,378.74	66,378.74
Kapisi	8,000.00	24,000.00			1,500.00		21,500.00	17,500.00
Cavite	9,628.00	1,000.00	10,000.00	10,000.00	11,590.00		19,590.00	24,000.00
Cebu	12,000.00		22,500.00	37,500.00			19,628.00	11,000.00
Ilokos Norte			17,000.00	17,000.00			34,500.00	37,500.00
Ilokos Sur	17,000.00	29,000.00			10,000.00		27,000.00	17,000.00
Iloilo	32,000.00	25,000.00			12,500.00	12,500.00	17,000.00	29,000.00
Isabela	10,000.00	3,987.99			4,000.00	1,000.00	44,500.00	37,500.00
La Laguna	10,000.00	10,000.00	6,000.00	2,000.00	465,000.00	15,000.00	14,000.00	4,987.99
Lepanto-Bontok							481,000.00	27,000.00
Leyte	10,000.00	10,000.00						
Mindoro	5,000.00		5,000.00	5,000.00	31,000.00	34,000.00	46,000.00	49,000.00
Misamis	8,000.00		12,500.00				17,500.00	
Occidental Negros	8,000.00	8,000.00	18,000.00	18,000.00	10,000.00	10,000.00	36,000.00	36,000.00
Oriental Negros	37,114.45				22,000.00	22,000.00	30,000.00	59,114.45
Nueva Ecija	6,000.00	20,000.00			5,000.00	10,000.00	11,000.00	30,000.00
Nueva Vizcaya	6,000.00	2,500.00	1,000.00	1,000.00			9,000.00	3,500.00
Palawan	4,000.00		5,000.00		5,000.00		16,000.00	
Pampanga	12,000.00	15,500.00			1,200.00		5,200.00	
Pangasinan	8,000.00	8,000.00	35,000.00	14,000.00	15,000.00	6,000.00	43,000.00	35,500.00
Rizal	9,252.75	4,885.40	15,000.00	40,000.00			30,252.75	48,000.00
Romblon	8,000.00	13,500.00			6,000.00	6,000.00	8,000.00	10,385.40
Samar	8,000.00	8,000.00	8,000.00				8,000.00	13,500.00
Sorsogon	20,000.00	85,000.00			3,000.00		19,000.00	8,000.00
Surigao	16,000.00	16,000.00	5,000.00		13,000.00	12,500.00	20,000.00	85,000.00
Tarlac	7,000.00	10,000.00	12,000.00				34,000.00	28,500.00
Tayabas	12,775.00	14,000.00	15,000.00	15,000.00	12,000.00	10,000.00	19,000.00	10,000.00
Union	12,000.00	16,329.12	6,000.00	8,000.00	8,000.00	8,000.00	39,775.00	39,000.00
Sambales	8,000.00	8,000.00			10,000.00		26,000.00	24,329.12
							18,000.00	8,000.00

¹ Expended on the Insular Trade School.

² P10,000 allotted for an Agricultural School, vicinity of Manila.

³ The allotment of P26,000 of this amount is still pending.

⁴ P30,000 of this amount are set aside for the Insular Agricultural School.

No. XIV.—A table showing, by divisions and for the Islands, the apportionment of the funds appropriated by Acts Nos. 1275, 1580, and 1688 for aid in the construction of public school buildings, and the amounts to be raised locally for the same purpose—Continued.

Division.	1906.		1907.		1908.		Total.	
	Act No. 1275.	Local.	Act No. 1580.	Local.	Act No. 1688.	Local.	Insular.	Local.
Normal School								
Trade School								
Total	P 350,000.00	P 469,816.96	P 299,000.00 1,000.00	P 244,500.00	P 846,468.74 3,531.26	P 230,978.74	P 985,468.74 4,531.26	P 945,295.70
Balance unapportioned								

No. XV.—A table showing, by divisions and for the Islands, the distribution of disbursement made from the Insular appropriation during the period July 1, 1907, to June 30, 1908.

Division.	Salaries and wages.						
	American.		Filipino.		Division superintendents and clerks.	Miscellaneous.	Total.
	Regular.	Tempo-rary.	Regular.	Tempo-rary.			
Manila	P137,357.55	P10,723.86	P1,187.00	P530.67	P6,623.33	P3,965.59	P160,388.00
Albay	36,780.06	3,941.50	4,818.49	2,224.67	6,562.50	591.68	54,918.90
Camarines	47,296.06	1,475.00	6,347.83	1,503.68	5,102.83	154.87	61,880.27
Antiki	17,055.57	160.00	1,507.51	1,572.00	1,496.65	-----	21,791.73
Bataan	16,101.43	55.00	1,185.67	1,489.50	4,613.33	208.67	23,653.60
Batangas	50,500.22	1,532.50	5,954.51	2,279.79	5,148.67	262.77	65,678.46
Benguet	11,143.85	4,063.30	-----	834.22	3,452.87	-----	19,494.24
Bohol	44,132.65	2,820.28	2,742.33	4,500.51	1,975.00	-----	56,170.77
Bulakan	46,130.62	3,950.00	10,994.99	1,866.00	5,406.00	368.34	68,715.95
Kagayan	44,957.54	295.00	2,883.33	2,360.67	4,141.00	280.84	54,918.38
Kapis	51,096.26	3,376.95	5,507.50	3,823.66	6,405.01	313.34	70,522.72
Cavite	37,702.28	2,880.57	8,990.33	1,281.02	4,960.00	260.00	56,074.20
Cebu	70,243.01	7,421.39	3,160.16	8,956.80	6,499.33	1,125.03	97,405.72
Ilokos Norte	39,010.90	2,073.89	7,679.83	613.66	5,079.76	409.45	54,867.49
Ilokos Sur	58,203.64	7,760.28	9,725.32	3,059.77	7,170.00	4,043.13	89,962.14
Iloilo	71,962.96	5,985.01	6,610.34	4,651.35	6,977.00	518.06	96,704.72
Isabela	16,855.55	4,061.68	1,331.66	697.66	2,942.22	586.67	26,475.44
La Laguna	43,575.75	1,785.00	4,887.84	1,949.52	5,700.00	72.22	57,970.33
Lepanto-Bontok	15,656.68	3,672.66	8.00	1,766.97	654.33	146.67	21,905.31
Leyte	57,879.42	2,038.34	2,317.33	4,645.72	2,398.34	158.89	69,438.04
Mindoro	16,844.63	2,922.33	618.00	2,824.58	720.66	86.67	23,516.87
Misamis	31,476.03	6,317.50	509.00	2,243.68	4,062.00	405.57	45,013.78
Occidental Negros	54,308.35	-----	6,050.17	7,213.04	5,215.00	96.67	72,883.23
Oriental Negros	30,013.63	2,412.50	3,124.75	2,524.35	4,587.99	613.34	43,276.56
Nueva Ecija	32,161.64	2,813.33	5,282.50	2,286.15	2,526.33	426.40	45,496.35
Nueva Vizcaya	11,963.07	1,565.56	2,366.66	196.80	4,000.00	283.34	20,375.43
Palawan	11,746.57	2,435.01	1,068.00	3,213.49	120.00	80.56	18,663.63
Pampanga	66,799.42	4,718.34	7,027.17	2,037.66	4,942.58	338.33	85,865.50
Pangasinan	80,539.96	7,527.50	12,312.49	5,143.72	8,092.67	510.00	114,126.34
Rizal	36,575.12	8,669.16	5,776.99	1,688.67	4,991.95	102.50	57,834.39
Romblon	15,264.11	3,063.33	579.33	1,069.01	3,077.33	-----	23,053.11
Samar	43,466.06	6,917.66	3,283.00	3,933.01	4,093.83	585.00	62,278.56
Sorsogon	35,817.80	2,969.99	1,854.00	1,962.34	3,840.69	193.34	46,138.16
Surigao	39,352.29	-----	2,968.67	2,116.34	5,048.34	476.68	49,962.32
Tarlak	40,592.43	1,848.33	4,350.33	2,890.66	982.33	-----	50,164.08
Tayabas	56,255.34	6,151.68	8,382.67	756.67	5,214.66	407.79	77,168.81
Union	38,804.70	1,582.50	3,360.84	1,846.24	4,725.00	246.67	50,565.95
Sambales	23,203.29	1,099.99	2,363.66	2,647.44	4,286.67	3.50	33,604.55
Normal School	53,704.46	12,536.91	2,164.66	911.01	7,449.15	1,437.11	78,203.80
Trade School	21,262.24	14,399.99	1,084.00	6,168.32	5,046.28	2,492.33	50,453.16
Library	-----	150.00	-----	-----	-----	45.47	195.47
General office	-----	-----	-----	-----	-----	14,762.86	14,762.86
Miscellaneous	-----	-----	-----	-----	-----	-----	-----
Total	1,652,793.14	160,203.82	162,366.86	103,781.02	176,331.63	37,060.35	2,292,536.82
Library	-----	-----	-----	-----	-----	-----	13,657.85
General office	-----	-----	-----	-----	-----	-----	111,207.97
Grand total	-----	-----	-----	-----	-----	-----	2,417,402.64

No. XV.—A table showing, by divisions and for the Islands, etc.—Continued.

Division.	Traveling expenses.					Non-Christian tribes.	Miscellaneous.	Grand total.
	Division superintendents.	Super-vising teachers.	Other teachers.	To and from Philippine Islands.	Total.			
Manila			P187.54	P5,263.00	P5,450.54		P80.99	P165,919.53
Albay	P384.28	P1,313.91	528.43	918.02	3,144.64		692.82	58,756.36
Camarines	616.35	1,249.63	312.98	851.30	3,030.26	P209.00	753.60	65,873.13
Antiki	341.55	367.25	198.25	330.00	1,237.05		323.06	23,351.84
Bataan	872.31	395.36	52.98	1,576.50	2,897.15		411.59	26,962.34
Batangas	292.70	1,335.76	225.19	2,015.90	3,869.55		396.75	69,944.76
Benguet	451.76	334.50	111.25	655.57	1,553.08	8,458.22	1,340.71	30,846.25
Bohol	588.18	1,602.60	849.70	710.00	3,750.48		701.70	60,622.95
Bulakan	782.70	1,227.67	248.77	1,859.16	4,118.30		5,344.00	78,178.25
Kagayan	1,162.55	863.34	312.54	1,636.70	3,975.13	144.04	488.29	59,525.84
Kapis	460.20	1,454.82	169.80	955.26	3,040.08		385.66	73,948.46
Cavite	363.42	900.02	483.73	1,044.20	2,791.37		9,623.12	68,488.69
Cebu	1,360.60	3,014.63	844.55	4,599.28	9,819.06		3,123.49	110,348.27
Ilokos Norte	658.50	1,014.67	537.59	1,184.42	3,395.18	356.65	478.15	59,097.47
Ilokos Sur	998.13	1,897.49	536.21	3,128.84	6,560.67	8,416.97	560.69	105,500.47
Iloilo	339.96	2,230.67	525.55	1,968.24	5,064.42		456.35	102,225.49
Isabela	847.68	501.99	182.17	1,672.07	3,203.91	105.00	903.41	30,687.76
La Laguna	603.93	1,076.56	151.77	1,856.41	3,688.67		5,367.61	67,026.61
Lepanto-Bontok	799.69	279.00	203.67	229.42	1,511.78	6,075.66	360.81	29,853.56
Leyte	1,011.38	1,783.81	773.36	1,451.02	5,019.57		355.20	74,812.81
Mindoro	781.33	482.91	218.03	742.26	2,224.53	579.57	1,304.79	27,625.76
Misamis	1,471.05	816.56	764.25	1,160.53	4,212.39		254.42	49,480.59
Occidental Negros	1,050.45	1,865.81	1,165.98	798.70	4,880.94		1,015.49	78,779.66
Oriental Negros	486.83	1,267.95	566.90	2,393.21	4,714.89		303.56	48,295.01
Nueva Ecija	697.40	1,272.21	207.49	2,175.20	4,352.30		234.73	50,083.38
Nueva Viscaya	816.26	141.00	159.72	789.58	1,906.56	12,510.29	631.63	35,423.91
Palawan	1,475.29	144.87	263.25		1,883.41		167.44	20,714.48
Pampanga	1,220.17	1,625.49	463.72	2,352.98	5,662.36	347.01	365.02	92,237.89
Pangasinan	912.37	3,239.59	392.36	3,437.21	7,981.53		1,008.81	123,116.68
Rizal	855.25	726.20	424.96	1,806.71	3,813.12		1,510.07	63,157.58
Romblon	196.90	586.32	189.70	261.20	1,234.12		104.35	24,391.58
Samar	514.60	545.88	472.89	1,118.68	2,652.05		427.00	65,357.61
Sorsogon	754.32	744.67	316.50	1,845.91	3,661.40		252.77	50,052.33
Surigao	880.55	632.58	824.04	1,244.75	3,581.92	5,000.00	319.98	58,864.22
Tarlak	995.39	800.31	183.21		1,978.91	342.17	259.78	52,744.94
Tayabas	1,005.30	1,159.30	464.60	1,180.61	3,809.81		467.07	81,445.69
Union	1,251.47	763.63	238.70	1,602.44	3,856.24		344.52	54,766.71
Sambales	439.28	645.35	168.03	391.10	1,643.76	377.73	209.02	35,835.06
Normal School			97.49	2,070.03	2,167.52		18,316.03	98,686.85
Trade School	114.35			1,129.20	1,243.55		12,219.93	63,916.64
Library				276.50	276.50		515.41	987.38
General office	124.15			27,730.94	27,855.09		23,172.08	65,790.03
Miscellaneous				13,554.24	13,554.24		3,419.89	16,974.13
Total	28,978.58	40,304.31	15,017.85	101,967.29	186,268.03	42,922.31	98,971.79	2,620,698.95
Library					12.10			13,669.95
General office					4,617.87			115,825.84
Not charged to divisions								651,924.85
Grand total					190,898.00	42,922.31	98,971.79	3,402,119.59

NOTE.—See table following.

No. XV (A).—A table showing for what purpose the amount given in the preceding table, as not charged to divisions, was expended.

Text-books	₱98,404.45
Industrial equipment	66,752.83
School supplies	261,977.28
Students in United States.....	204,747.03
Printing and binding.....	1,626.89
Transportation of school supplies.....	254.30
Cablegrams	262.05
Night schools	72.00
Baguio vacation camp and assembly (except supplies and permanent equipment) as follows:	
Administrative and office force to, from, and while in Baguio	₱2,168.52
Teachers' Assembly Herald.....	1,225.68
Transportation and maintenance of four professors from United States to the assembly and return....	2,827.42
Transportation of supplies.....	3,199.12
Ambulance, four mules, and driver.....	986.00
Clearing and cleaning grounds, building paths, roads, water-closets and bath house. Installing water system and maintaining and policing the camp throughout the assembly.....	5,366.78
Miscellaneous	114.50
	<hr/>
	15,888.02
Miscellaneous	1,940.00
	<hr/>
Total	651,924.85

NOTE.—See preceding financial statement.

No. XVI.—A table showing, by divisions, the total provincial receipts and expenditures for school purposes during the fiscal year 1907-8.

Division.	Provincial receipts.					
	Balance on hand July 1, 1907.	Appropriated from general fund.	Insular Government.	Other sources.	Contributions.	Total receipts.
Albay		P1,371.57				P1,371.57
Camarines	P8,000.00	21,431.67				29,431.67
Antiki	2,296.57	612.80	P2,671.68			5,581.05
Bataan	2,370.42	602.80			P51.30	3,024.52
Batangas		6,986.44				6,986.44
Benguet						
Bohol		8,267.58				8,267.58
Bulakan		961.37				961.37
Kagayan		710.09				710.09
Kapis	112.90	3,500.00		P17.00	3.20	3,633.10
Cavite		1,657.60				1,657.60
Cebu		28,226.25	12,000.00			40,226.25
Ilokos Norte	7,895.36	1,402.85	900.00		22.58	10,220.79
Ilokos Sur		7,291.17		283.54		7,574.71
Iloilo		8,333.33		701.19		9,034.52
Isabela	3,311.60	165.00		223.75		3,700.35
La Laguna		906.15	6,000.00			6,906.15
Lepanto-Bontok			14,000.00			14,000.00
Leyte	16,619.80	23,840.15	5,000.00			45,459.95
Mindoro		2,912.30				2,912.30
Misamis		1,458.00				1,458.00
Occidental Negros	26,667.17	7,015.50				33,682.17
Oriental Negros		2,622.38				2,622.38
Nueva Ecija		4,300.00				4,300.00
Nueva Vizcaya		549.90				549.90
Palawan	109.24	7,060.41				7,169.65
Pampanga	43,187.31	12,472.93	11,760.00	59.06	223.81	67,703.11
Pangasinan		4,935.26				4,935.26
Rizal		2,068.68				2,068.68
Romblon	1,573.30	450.00				2,023.30
Samar		1,194.01				1,194.01
Sorsogon		5,390.79			174.75	5,565.54
Surigao		895.46				895.46
Tarlak		2,000.00		29.75		2,029.75
Tayabas		10,500.00	7,000.00	2,000.00		19,500.00
Union		3,231.23	8,000.00			11,231.23
Sambales		4,531.70			4,609.71	9,141.41
Total	112,143.67	189,854.87	67,331.68	3,314.29	5,085.35	377,729.86

No. XVI.—A table showing, by divisions, the total provincial receipts and expenditures for school purposes during the fiscal year 1907-8—Continued.

Division.	Provincial expenditures.						Balance on hand June 30, 1908.
	Construction and repairs.	Furniture and equipment.	Salaries and wages.	Rent.	Current expenses.	Total.	
Albay	P387.94	P25.00	P414.50		P544.13	P1,371.57	
Camarines		132.18	731.25	P795.00	89.79	1,748.22	P27,683.45
Antiki	312.18	113.96	55.40		2,210.96	2,692.50	2,888.55
Bataan	1.50		143.60	397.02		542.12	2,482.40
Batangas	3,520.42	710.66	120.00			4,351.08	2,635.36
Benguet							
Bohol	994.52	894.90	100.50		316.30	2,306.22	5,961.36
Bulakan	516.60	77.52	360.00		7.25	961.37	
Kagayan	207.65	15.00	120.00	250.00	177.44	710.09	
Kapis	261.00	370.29	230.00		577.42	1,438.71	2,194.39
Cavite	15.89	192.67		969.36		1,177.92	479.68
Cebu	179.60	44.60	503.72	2,400.00	273.98	3,401.90	36,824.35
Ilokos Norte	5,533.93		312.50	800.00	531.26	7,177.69	3,043.10
Ilokos Sur	1,088.30	2,576.26	536.66		1,839.24	6,040.46	1,534.25
Iloilo	8,070.66	927.02			36.84	9,034.52	
Isabela	2,608.83				209.56	2,818.39	881.96
La Laguna	2,907.28		245.00	2,048.38	1,705.49	6,906.15	
Lepanto-Bontok	1,302.67	466.51	524.80		4,829.71	7,123.69	6,876.31
Leyte	40.07	1,329.16	480.00	1,725.00	487.77	4,062.00	41,397.95
Mindoro	154.00	340.94	374.90			869.84	2,042.46
Misamis		256.07	92.80	783.29		1,132.16	325.84
Occidental Negros	26,459.76	769.24	862.50	1,475.00	363.58	29,930.08	3,752.09
Oriental Negros	622.64	397.74		214.52		1,234.90	1,387.48
Nueva Ecija	3,164.91	26.00	100.00	17.50		3,308.41	991.59
Nueva Vizcaya				414.66	135.24	549.90	
Palawan	4,369.15	2,685.30	110.00		5.20	7,169.65	
Pampanga	56,098.32	414.72	222.00	1,323.00	4,804.19	62,862.23	4,840.88
Pangasinan	720.21	2,015.07	447.98	1,752.00		4,935.26	
Rizal	1,202.41	50.00	376.40	180.00	113.23	1,922.04	146.64
Romblon			127.50		1,097.55	1,225.05	798.25
Samar	36.13			1,157.88		1,194.01	
Sorsogon	5,480.69					5,489.69	84.85
Surigao	297.86	43.00	182.00		372.60	895.46	
Tarlak	163.21	664.17	124.40		507.26	1,459.04	570.71
Tayabas	12,047.83	165.38	396.00	660.86	104.04	13,374.11	6,125.89
Union	10,820.87		157.50			10,978.37	252.86
Sambales	4,160.00			410.00		4,570.00	4,571.41
Total	153,747.03	15,703.36	8,451.91	17,773.47	21,280.03	216,955.80	160,774.06

No. XVII.—A table showing, by divisions, the total municipal receipts and expenditures for school purposes during the fiscal year 1907-8.

Division.	Municipal receipts.						Total receipts.
	Balance on hand July 1, 1907.	Land tax and refund from treasury.	Internal revenue.	Appropriated from general fund.	Donations in money.	Other sources.	
Manila				₱285,500.00			₱285,500.00
Albay	₱50,228.91	₱26,746.38	₱18,872.19	1,534.02	₱188.50	₱356.81	97,926.81
Camarines	19,673.72	23,186.42	17,640.71	1,029.01		441.26	61,971.12
Antiki	3,965.06	4,734.58	10,187.38	170.12	412.09		19,469.23
Bataan	6,102.06	3,434.64	3,180.26	382.69		272.44	13,372.09
Batangas	28,733.96	26,146.68	18,549.88	10,592.15		27.58	84,050.25
Benguet							
Bohol	16,031.75	9,349.96	21,284.30	3,935.80		398.27	51,000.08
Bulakan	54,974.79	40,863.25	16,089.42	452.37	5,093.91		117,473.74
Kagayan	40,876.88	13,984.99	4,945.34	849.32	17.17		60,673.70
Kapis	19,875.53	9,596.36	17,368.45	1,312.72	474.95	118.29	48,746.30
Cavite	12,375.08	27,275.32	9,468.59	1,007.85	129.37		50,256.21
Cebu	44,867.99	7,555.20	44,100.06	19,848.77		16,955.28	133,327.30
Ilokos Norte	6,537.40	9,424.86	13,858.07	12,060.73		910.78	42,791.84
Ilokos Sur	12,134.26	9,460.24	13,041.26	12,479.28		46.99	47,162.03
Iloilo	12,588.01	7,300.91	40,300.49	18,750.95			78,940.36
Isabela	13,524.52	5,285.06	5,103.66				23,913.24
La Laguna	83,685.82	25,686.36	8,982.11	200.00			118,554.29
Lepanto-Bontok	2,285.64	110.12	656.06	2,093.20			5,145.02
Leyte	22,051.33	7,708.76	30,298.76	27,771.19	1,620.75		89,450.79
Mindoro	1,058.90			7,891.51			8,950.41
Misamis	9,475.32	11,619.40	9,903.49	3,114.70	34.50		34,147.41
Occidental Negros	36,989.36	27,430.01	23,449.30	1,231.24	233.60	109.06	89,442.57
Oriental Negros	22,981.56	8,755.86	14,819.65	582.13			47,139.20
Nueva Ecija	15,432.95	2,723.03	8,835.42	5,107.92	7,903.67		40,002.99
Nueva Vizcaya				4,416.66			4,416.66
Palawan	4,052.03		4,037.90		7,350.00		15,439.93
Pampanga	52,402.30	17,062.50	17,259.41	4,821.66		5,412.96	96,958.83
Pangasinan	77,602.59	39,381.57	33,568.40	21,956.37		6,078.54	178,587.47
Rizal	31,000.27	18,935.30	11,159.77	12,617.82			73,713.16
Romblon	2,277.32	2,147.36	4,013.17	130.00		21.34	8,589.19
Samar	22,481.57	10,144.99	19,792.99	800.00	7,392.38		60,611.93
Sorsogon	69,962.80	11,778.78	9,859.02	4,354.55	155.81		96,110.96
Surigao	10,545.58	5,880.79	4,988.35	3,983.16	238.50		25,636.38
Tarlac	11,141.19	12,915.07	10,301.51	7,202.35	275.81		41,835.93
Tayabas	52,173.51	23,043.35	16,102.31	7,218.00	341.25	3,182.18	102,060.60
Union	26,527.40	8,610.00	12,712.42	200.00	798.97	1,390.75	49,239.54
Sambales	5,541.18	2,978.92	4,848.01	2,154.87			15,522.98
Total	902,158.54	460,237.02	499,578.11	487,753.11	32,661.23	35,722.53	2,418,130.54

* The schools in Benguet are supported from Insular funds. (See Table No. XV.)

No. XVII.—A table showing, by divisions, the total municipal receipts and expenditures for school purposes during the fiscal year 1907-8—Continued.

Division.	Municipal expenditures.						Balance on hand June 30, 1908.
	Teachers' salaries.	Repairs and construction.	School furniture.	Rent and incidental.	Out-standing indebtedness.	Total expenditures.	
Manila.....	P199,504.69	-----	P937.87	P63,784.51	-----	P264,227.07	P21,272.93
Albay.....	40,613.67	P2,961.17	2,995.29	5,339.51	P1,142.11	53,051.75	44,875.06
Camarines.....	28,659.14	1,513.31	757.09	2,539.08	-----	33,468.62	28,502.50
Antiki.....	13,380.03	566.51	276.96	354.68	830.89	15,409.07	4,060.16
Bataan.....	7,743.54	678.75	657.75	328.66	-----	9,408.70	3,963.39
Batangas.....	45,810.66	3,423.87	539.75	4,948.83	1,807.53	56,530.64	27,519.61
Benguet*	-----	-----	-----	-----	-----	-----	-----
Bohol.....	22,124.65	5,369.43	1,075.06	840.29	3,933.97	33,343.40	17,656.68
Bulakan.....	36,273.63	950.37	498.60	4,691.87	3,556.97	45,771.44	71,702.30
Kagayan.....	22,192.67	883.77	198.35	1,512.71	2,390.27	27,177.77	33,495.93
Kapisi.....	26,843.41	2,197.81	582.36	952.07	82.55	30,658.20	18,088.10
Cavite.....	25,404.35	898.35	1,562.12	1,558.81	-----	29,424.13	20,832.08
Cebu.....	55,105.02	15,185.96	7,172.87	5,589.85	-----	83,053.70	50,273.60
Ilokos Norte.....	19,905.82	8,866.79	590.93	580.45	2,731.43	32,675.42	10,116.42
Ilokos Sur.....	29,518.26	5,917.60	437.09	691.00	2,714.34	39,278.29	7,883.74
Iloilo.....	54,653.29	974.67	668.59	2,616.84	3,514.63	62,428.02	16,512.34
Isabela.....	11,636.75	1,144.00	104.15	636.89	-----	13,521.79	10,391.45
La Laguna.....	35,827.56	1,210.22	291.82	9,926.98	2,902.06	50,158.64	68,395.65
Lepanto-Bontok.....	2,860.00	32.72	22.95	11.35	588.57	3,515.59	1,629.43
Leyte.....	32,527.87	9,939.90	4,317.75	1,317.05	-----	48,102.57	41,348.22
Mindoro.....	6,825.34	382.78	783.60	35.00	300.09	8,326.81	623.60
Misamis.....	14,321.83	927.20	1,955.98	1,804.56	501.85	19,511.42	14,635.99
Occidental Negros.....	37,013.78	3,116.46	1,124.89	2,929.02	8,844.00	53,028.15	36,414.42
Oriental Negros.....	18,282.22	2,331.34	439.51	1,855.45	1,968.41	24,876.93	22,262.27
Nueva Ecija.....	17,334.04	822.11	364.63	4,731.72	15.00	23,267.50	16,735.49
Nueva Vizcaya.....	4,345.37	-----	-----	44.84	-----	4,390.21	26.45
Palawan.....	2,746.14	7,350.00	-----	102.40	894.86	11,093.40	4,346.53
Pampanga.....	49,848.72	9,608.91	1,309.47	3,374.08	2,227.76	66,368.94	30,589.89
Pangasinan.....	69,126.35	16,431.05	3,122.13	4,054.28	4,913.35	97,647.16	80,940.31
Rizal.....	40,556.98	1,682.84	809.28	5,807.95	6,108.46	54,965.51	18,747.65
Romblon.....	6,022.57	69.10	9.02	31.00	223.84	6,355.53	2,233.66
Samar.....	18,723.69	848.17	383.47	936.70	800.00	21,692.03	38,919.90
Sorsogon.....	26,267.42	1,181.27	707.76	1,640.43	74.33	29,871.21	66,239.75
Surigao.....	9,763.04	5,848.25	1,272.16	295.53	259.80	17,438.78	8,197.60
Tarlak.....	22,988.79	7,815.81	218.59	1,354.32	2,132.33	34,509.84	7,326.09
Tayabas.....	47,902.73	8,669.41	245.54	11,271.60	263.30	68,352.58	33,708.02
Union.....	15,280.32	1,987.97	1,009.80	1,156.54	4,455.01	23,889.64	25,349.90
Sambales.....	6,633.67	3,146.91	70.39	597.71	802.67	11,251.35	4,271.63
Total.....	1,124,568.51	134,934.78	37,513.57	150,244.56	60,780.38	1,508,041.80	910,088.74

* The schools in Benguet are supported from Insular funds. (See Table No. XV.)

No. XVIII.—*A table consolidating the Insular, provincial, and municipal expenditures for school purposes during the fiscal year 1907-8.*

Division.	Insular.	Provincial.	Municipal.	Grand total.
Manila	₱165,919.53		₱264,227.07	₱430,146.60
Albay	58,756.36	₱1,371.57	53,051.75	113,179.68
Camarines	65,873.13	1,748.22	33,468.62	101,089.97
Antiki	23,351.84	2,692.50	15,409.07	41,453.41
Bataan	26,962.34	542.12	9,408.70	36,913.16
Batangas	69,944.76	4,351.08	56,530.64	130,826.48
Benguet	30,846.25			30,846.25
Bohol	60,622.95	2,306.22	33,343.40	96,272.57
Bulacan	78,178.25	961.37	45,771.44	124,911.06
Kagayan	59,525.84	710.09	27,177.77	87,413.70
Kapis	73,948.46	1,438.71	30,658.20	106,045.37
Cavite	68,488.69	1,177.92	29,424.13	99,090.74
Cebu	110,348.27	3,401.90	83,053.70	196,803.87
Ilokos Norte	59,097.47	7,177.69	32,675.42	98,950.58
Ilokos Sur	105,500.47	6,040.46	39,278.29	150,819.22
Iloilo	102,225.49	9,034.52	62,428.02	173,688.03
Isabela	30,687.76	2,818.39	13,521.79	47,027.94
La Laguna	67,026.61	6,906.15	50,158.64	124,091.40
Lepanto-Bontok	29,853.56	7,123.69	3,515.59	40,492.84
Leyte	74,812.81	4,062.00	48,102.57	126,977.38
Mindoro	27,625.76	869.84	8,326.81	36,822.41
Misamis	49,480.59	1,132.16	19,511.42	70,124.17
Occidental Negros	78,779.66	29,930.08	53,028.15	161,737.89
Oriental Negros	48,295.01	1,234.90	24,876.93	74,406.84
Nueva Ecija	50,083.38	3,308.41	23,267.50	76,659.29
Nueva Vizcaya	35,423.91	549.90	4,390.21	40,364.02
Palawan	20,714.48	7,169.65	11,093.40	38,977.53
Pampanga	92,237.89	62,862.23	66,368.94	221,469.06
Pangasinan	123,116.68	4,935.26	97,647.16	225,699.10
Rizal	63,157.58	1,922.04	54,965.51	120,045.13
Romblon	24,391.58	1,225.05	6,355.53	31,972.16
Samar	65,357.61	1,194.01	21,692.03	88,243.65
Sorsogon	50,052.33	5,480.69	29,871.21	85,404.23
Surigao	58,864.22	895.46	17,438.78	77,198.46
Tarlak	52,744.94	1,459.04	34,509.84	88,713.82
Tayabas	81,445.69	13,374.11	68,352.58	163,172.38
Union	54,766.71	10,978.37	23,889.64	89,634.72
Sambales	35,835.06	4,570.00	11,251.35	51,656.41
Normal School	98,686.85			98,686.85
Trade School	63,916.64			63,916.64
Library	14,657.33			14,657.33
General office	181,615.87			181,615.87
Miscellaneous	668,898.98			668,898.98
Total	3,402,119.59	216,955.80	1,508,041.80	5,127,117.19

NOTE.—The known and estimated outstanding obligations on June 30 payable from the Insular appropriation is ₱96,491.49, making a possible total expenditure from the Insular appropriation of ₱3,498,611.08.

No. XIX.—A table showing, by divisions and for the Islands, the cost per pupil enrolled in the public schools and the cost per capita of the total population for education during the fiscal year 1907-8.

Division.	Cost per pupil enrolled.	Cost per capita of total population.	Division.	Cost per pupil enrolled.	Cost per capita of total population.
Cebu.....	P3.81	P0.29	Batangas.....	P10.09	P0.49
Antiki.....	4.36	.30	Mindoro.....	10.30	.90
Bohol.....	4.64	.35	Camarines.....	10.42	.41
Oriental Negros.....	4.67	.35	Albay.....	10.47	.46
Samar.....	5.32	.32	Isabela.....	11.23	.60
Kapis.....	5.54	.44	Tayabas.....	11.32	.77
Leyte.....	5.87	.32	Bulakan.....	12.29	.54
Pangasinan.....	5.95	.49	La Laguna.....	12.32	.80
Ilokos Norte.....	6.22	.53	Rizal.....	12.50	.77
Nueva Ecija.....	6.25	.55	Pampanga.....	13.19	.96
Tarlak.....	7.04	.63	Sambales.....	13.43	.47
Occidental Negros.....	7.22	.50	Bataan.....	13.61	.76
Romblon.....	7.51	.59	Palawan.....	15.03	1.05
Iloilo.....	7.53	.41	Nueva Vizcaya.....	20.12	.62
Union.....	8.16	.63	Lepanto-Bontoc.....	22.72	.54
Misamis.....	8.33	.39	Benguet.....	29.98	1.31
Sorsogon.....	8.43	.50	Manila.....	42.09	1.89
Surigao.....	8.49	.65	Trade School.....	118.80	-----
Cavite.....	9.10	.71	Normal School.....	121.98	-----
Kagayan.....	9.13	.54			
Ilokos Sur.....	9.38	.61	General average.....	10.50	.68

NOTE.—In the above table the total expenditures from Insular, provincial, and municipal funds were taken into consideration and the cost per pupil enrolled based on the total annual enrollment.

